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ABSTRACT

This comprehensive report on the Washington State program for migrant children's education was compiled by the state education department in order to comply with federal and state funding requirements. It is divided into four parts: (1) Federal Assistance Application; (2) Program Narrative; (3) Budget Information; and (4) Assurances. The program narrative includes planning information on statewide and local projects. On the state level, the discussion reviews general needs and objectives and plans for support programs, including: student instruction; special programs for secondary migrant students; migrant education summer programs; special education programs; early childhood instruction; staff development; and interstate support. Also discussed are the subjects of parent involvement, identification and recruitment, the Migrant Student Record Transfer System, the dissemination program (media), and health issues. The state program plan also covers resident children to be served, services to private school children, identification and recruitment, state parent advisory council, coordination with other programs, coordination with other states, fiscal and administrative requirements, evaluation to determine program effectiveness, evaluation to improve services, and use of funds. Local projects are discussed in terms of appropriate use of funds, project size, scope and quality, and parent and teacher consultation. The budget for migrant children's education is summarized and discussed. The Assurances section certifies the state education program's compliance with federal regulations, policies, guidelines, and requirements. It includes 12 exhibits illustrating the administration, monitoring and other financial and substantial aspects of the program. (TES)

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1988
WASHINGTON STATE PROGRAM FOR MIGRANT CHILDREN'S EDUCATION

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RC016852

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Application for Federal Financial Assistance
Under Chapter 1 ECIA
Migrant Education Basic Formula Grant Program
Part I

1. Request for Federal Assistance

The State of Washington hereby requests its entitlement of funds as authorized by Section 554(a) of Chapter 1 of the Education Consolidation Act of 1981 (ECIA).

2. State Applicant (list the State Agency to whom the funds will be awarded)

Applicant: Superintendent of Public Instruction

Street Address/P.O. Box: Old Capitol Building, FG-11

City State, and Zip Code: Olympia, WA 98504

Federal Employer Identification number: 916001112

Contact Person (name & title): Raúl de la Rosa, Director
Supplementary Education Programs

Telephone number: (206) 753-1031

3. Estimated Number of Persons Benefiting

Number of migratory children to be served during the project period: 15,586

4. Certification

To the best of my knowledge and belief, data in this application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the requirements of Chapter 1, ECIA Migrant Education Basic Formula Grant Program, and the attached assurances contained in Part IV of this application.

Name and Title: Dr. Frank B. Brouillet, State Superintendent of Public Instruction
(Typed)

Frank B. Brouillet
Signature

5-11-87
Date

PART II - PROGRAM NARRATIVE

Section A - Program Plan - State Level

1. State Plan Period:

   The application period is from July 1, 1987 to September 30, 1988. The extented period, allowed by federal regulations, enables the state of Washington Migrant Education Program to fund summer programs and also gives local educational agencies (LEAs) and other agencies sufficient time to send in their final expenditure reports for the year to the state educational agency (SEA). This also allows for continuous funding to subcontractees during the period from July 1 until the Chapter 1 Migrant grant award is received from USDE and budgeted in the SEA system.

2. Needs Assessment:

   a. The Washington State Chapter 1 Migrant Education Program annually assesses the needs of the migrant student population by collecting the following data:

      (1) A statement of annual needs assessment procedures used, results of those procedures, prioritization of the results, and a narrative of how the planned programs address those needs from each LEA and agency when submitting application to the SEA for approval.

      (2) Results of statewide surveys done by Identification and Recruitment staff in areas suspected to have migrant populations; and also surveys done with out-of-school migrant youth in many project areas.

      (3) Summary of the monitoring done by SEA in LEAs and all other agencies conducting Chapter 1 Migrant Education Programs.

      (4) Results of evaluation data gathered through end-of-year reports of all migrant education programs in the state.

      (5) Results of monthly meetings held with Chapter 1 Migrant staff from SEA, the Regional Offices (e.g., inservice generalists, PAC consultants), MSRTS (including Identification and Recruitment) component, and the statewide dissemination component which indicate needs assessment for services needed; e.g., teacher training, parent training, etc.

      (6) Analysis of financial records, including total requested, total additional funds requested during the year, amounts requested vs. expended rates, etc.

(a) The information received in 1-6 above is given to the Washington State Migrant Education Advisory Committee (SAC) as it is available during the year in addition to reports of activities conducted by the Migrant Education Program; e.g., early childhood education, PASS Program, regional training programs, etc.

(b) A subcommittee of the SAC, SEA Migrant Education staff, Regional Offices staff, MSRTS staff, and Dissemination staff meet to write proposed objectives to meet the needs of migrant education for the next year.

(c) The proposed objectives are presented to the SAC in a January meeting. At that time, a summary of (1)-(6) above is presented to the committee. A survey form (Exhibit A) is used to prioritize the proposed objectives for the next year. The outcome of this survey (Exhibit B) results in the SEA recommendations for addressing the needs of migrant students in Washington State for the state plan submitted.

b. See 2.a.(6) above. The results of the SAC recommendations, the required activities of the rules and regulations (e.g., MSRTS, Identification and Recruitment), the SEA Chief School Officer's educational priorities for all children, and other recommendations are used by the state director of migrant education and his migrant education SEA staff to develop the plan to be presented to and approved by the Chief School Officer for submission to USDE.

c. The SEA ensures that i) children are served according to statewide priorities, ii) preschool children served meet regulatory requirements, and iii) children selected to receive sufficiently specific, concentrated services are those with the greatest needs by developing guidelines for providing services, disseminating priorities and regulatory information at general conferences in the state, special inservice workshops for migrant staff and parents, a yearly statewide migrant education institute in August, and in special technical assistance sessions held with each LEA at time of their application to SEA. The SEA monitors these activities through data received, reports submitted to SEA, and on-site reviews conducted to determine compliance with above stated perimeters.

3. Objectives:

The following objectives and activities describe how the state of Washington will spend Chapter 1 Migrant Education Program funds.

a. EDUCATION SUPPORT PROGRAMS

(1) STUDENT INSTRUCTION

Need

The majority of migrant students function far below national and state averages in all academic areas. The inability to be successful in school and to graduate is not always determined by the academic deficiencies of a migrant student. A major factor, mobility during the school year, greatly impacts the continuity of educational services to migrant children. There is, therefore, a need to assess each student and to develop an educational plan which best addresses those identified needs of migrant children, with specific emphasis given to children of currently migratory agricultural workers and fishermen. Priority for services shall be status 1, 2, 4, and status 5.

Reading, Oral Language Development, and mathematics have been established as priority areas of instruction by the Washington Administrative Code. These content areas have also been designated by the State Directors of Migrant Education, in conjunction with the Office of Migrant Education in the United States Department of Education, as the target areas for the Migrant Student Record Transfer System, Skills-Based Information System.

The transition from learning to the application of basic skills in the core content must be addressed. In order to address this need, appropriate staff, instructional materials and equipment must be available for the instruction of the students.

Because many migrant families move to various parts of the country in search of agricultural and fishing work, it is critical that states and schools responsible for educating migrant students be aware of, and involved in, planning sound educational programs to meet the needs of these children. Washington State is committed to supporting programs that enhance communication between and among states sharing these students. The Education Commission of the States (ECS) Project is one in which congressional, state, and school district administrative entities join to identify policies and promote coordinated program activities to meet the needs of interstate migrant students. Coordination and cooperation with other agencies providing services in geographic areas where migrants reside; e.g., Job Training Partnership Act (JTPA) and the Department of Labor, will be carried out to ensure maximum utilization of available resources.

Objectives

OBJECTIVE 1: Reading (in the appropriate language). By September 30, 1988, local school districts and preschool agencies will have provided supplemental reading programs (student/staff ratio will generally not exceed 1:10) to 5,500 migrant children in response to the assessed needs.

> Purpose: To support instruction in the appropriate language in programs coordinated with and complementary to the regular school and other agencies' programs, and designed to meet the educational needs of migrant students.

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Impact: These programs will facilitate the development of reading skills of migrant children.
Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by SPI.
Documentation: This objective will be evidenced by the implementation reports, technical assistance logs, and evaluations on file in the Migrant Education Office at SPI.

OBJECTIVE 2: Oral Language Development (in the appropriate language). By September 30, 1988, local school districts and preschool agencies will have provided supplemental Oral Language Development Programs (student/staff ratio will generally not exceed 1:6) to 4,400 migrant children.

Purpose: To support instruction in Oral Language Development in the appropriate language in programs coordinated with and complementary to the regular school program and designed to meet the educational needs of migrant students.
Impact: These programs will facilitate the development of language skills of migrant children.
Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by SPI.
Documentation: This objective will be evidenced by technical assistance logs and evaluations on file in the Migrant Education Office at SPI.

OBJECTIVE 3: Math (in the appropriate language). By September 30, 1988, local school districts and preschool agencies will have provided supplemental math programs (student/staff ratio will generally not exceed 1:10) to 5,000 migrant children.

Purpose: To support instruction in math in the appropriate language in programs coordinated with and complementary to the regular school program, and designed to meet the educational needs of migrant students.
Impact: These math programs will facilitate the development of math skills of migrant children.
Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by SPI.
Documentation: This objective will be evidenced by technical assistance logs and evaluations on file in the Migrant Education Office at SPI.

OBJECTIVE 4: By September 30, 1988, Migrant Education Program will have made available to school district personnel training in counseling and motivational techniques for migrant students at the elementary level.

Purpose: The elementary years are crucial ones for motivating the migrant student to value education and to gain in self-esteem and self-worth. If the appropriate techniques are known, they will be used to the positive advantage of the migrant students.
Impact: If elementary staff involved in the education of the migrant students know about, and are able to use the technique of motivating them, greater success in school is assured.

Evaluation: A questionnaire will be developed to survey the effectiveness of workshops.

Documentation: Copies of agendas, list of participants, and evaluation results of each workshop will be kept on file and compiled in a report submitted at the end of the fiscal program year to the Migrant Education Office at SPI.

(2) SPECIAL PROGRAMS FOR SECONDARY MIGRANT STUDENTS

Need

Washington State Migrant Education Program staff, as well as educators and educational organizations, are concerned about the number of migrant students who have dropped out or are dropping out of school. This is not only occurring at the secondary level, but as early as the fifth grade. Studies conducted by a number of institutions and organizations indicate that at least 73% of migrant children entering primary grades fail to enter secondary level.

The national Migrant Education Program has given much attention to the educational problems of migrant children at the elementary level. Increased attention should be given to the needs of secondary school age students, specifically, by developing special academic and counseling programs which will: (a) work toward decreasing the migrant dropout rate at the secondary level, (b) work toward increasing the educational and academic success of secondary migrant dropout students in Washington State through alternative programs, and (c) coordinate an interchange of information about secondary students with other states.

Objectives

OBJECTIVE 1: By September 30, 1988, staff will have supported at least one (1) statewide Forum on the Dropout as well as support local districts initiatives on dropout prevention.

> Purpose: To support and encourage educators and parents of migrant students to investigate, learn, and compare information and approaches to stressing the benefits and importance of completing an educational program; to provide a source of referrals to educational, vocational, and social programs available to this student population.
> Impact: Potential and current dropout students will have increased opportunities to learn about and benefit from academic, vocational, and social counseling from the participants in the Forum.
> Evaluation: A questionnaire will be developed to survey the appropriateness and effectiveness of workshop. Follow-up visitations/correspondence with the participants will indicate after the fact applicability as evidenced by monthly technical assistance reports.
> Documentation: Copies of agendas, list of participants, and evaluation results of each workshop will be kept on file and compiled in a report submitted at the end of the fiscal program year to the Migrant Education Office at SPI.

OBJECTIVE 2: By September 30, 1988, at least ten (10) local school districts will have offered credit bearing academic program alternatives in nontraditional time frames (e.g., spring night school).

> Purpose: To assure that quality, credit bearing secondary school programs will be available to secondary students who are legitimately employed to do agriculture/horticulture/fishery work during regular school hours.

Impact: Migrant students who begin their spring semester some place other than the district in which they reside during the harvest time need alternative programs to meet the demands of academic coursework and family economic requirements if they are to progress through high school.
Evaluation: Evaluation will be demonstrated by the numbers of eligible secondary students who enter and complete an alternative hour instructional program and the number of high school credits, and partial work data gathered and transmitted to the sending school via the MSRTS. Data to be compiled as part of the end-of-year report.
Documentation: This will be evidenced by end-of-year evaluation reports on file in the Migrant Education Office at SPI.

OBJECTIVE 3: By September 30, 1988, the Portable Assisted Study Sequence (PASS) Program model, complete or partial (PASS Assist), will continue to offer correspondence courses to qualified secondary migrant students statewide.

Purpose: To provide additional alternatives to the traditional high school program for secondary migrant students who have need to go beyond traditional offerings.
Impact: The PASS Program offerings will be available to migrant students who because of work and migrancy patterns have need of supplemental means of making up for lost full credit or partial work to finish incomplete credits.
Evaluation: Records will be compiled of the total number of individual students who commenced and completed PASS or PASS Assist coursework and made progress toward graduation.
Documentation: Records of the students participating, the number of credits earned, and end-of-year evaluation reports will be on file in a central facility.

OBJECTIVE 4: By September 30, 1988, Migrant Education Program staff will have sponsored and supported one (1) statewide leadership conference for secondary migrant students.

Purpose: To provide an intensive structured opportunity to focus on a leadership role and responsibility to self, family, peers, and community. Further, to provide motivation and encouragement to secondary migrant students to complete school, expand career choices, and set realistic achievable goals.
Impact: Secondary migrant students, including at risk and current dropout students, will be given an opportunity to identify and develop personal leadership skills as well as a strategy for success in school.
Evaluation: A participant evaluation will be developed to survey participants' opinions and suggestions, and be provided immediately upon the conference end. Follow-up meeting with regional staff will take place within one year of conference.
Documentation: Copies of conference agendas, list of participants, and evaluation results of each workshop will be kept on file and compiled in a report submitted at the end of the fiscal program year to the Migrant Education Office at SPI.

OBJECTIVE 5: By September 30, 1988, Migrant Education Program staff will have made available to secondary counselors of migrant students, training in the use of student data on the national Migrant Student Record Transfer System (MSRTS) records, as an evaluation, guidance, and counseling resource for migrant students at the secondary level.

> Purpose: The MSRTS secondary record is crucial in the accurate academic placement of the very mobile secondary student. If the appropriate mainstream staff know the information is available and know how to interpret it correctly, it will be used to the positive advantage of migrant students.
>
> Impact: If secondary nonproject staff involved in academic scheduling and placement of migrant students know about, and are able to use MSRTS data, greater continuity of student programming is assured. Most all secondary staff are nonproject employees.
>
> Evaluation: A questionnaire will be developed to survey the effectiveness of workshops.
>
> Documentation: Copies of agendas, list of participants, and evaluation results of each workshop will be kept on file and compiled in a report submitted at the end of the fiscal program year to the Migrant Education Office at SPI.

(3) MIGRANT EDUCATION SUMMER PROGRAMS

Need

Migrant students on the move frequently lag behind their nonmigrant student peers and are in critical need of remedial support during the summer period. In order to sustain gains made during the regular school year, summer school academic programs must be provided by receiving states, such as Washington, where many migrant families travel to in pursuit of agricultural work and fishing activities. Also, critical to the academic needs demonstrated by migrant children is the need to provide shelter during the working hours to remove these students from the dangers of pesticides and agricultural machinery.

The needs of currently migratory children are varied. Summer school programs próvide for a range of activities which may be designed to meet needs in the following areas: remedial/maintenance instruction, recreational and sports activities, health and hygiene sessions, cultural activities, field trips, and creative arts activities. It is important to establish field day programs that coincide with the work day of migrant parents. Additionally, evening programs must be provided secondary students whose work requirements do not permit them to attend school during the regular summer day.

Objectives

OBJECTIVE 1: By September 30, 1988, local school districts, which have an influx of migrant children during the summer period, will have assessed the needs of such children and provide an appropriate program in at least twenty-five (25) project sites for children based on assessed needs.

> Purpose: To ensure that all migrant children are provided the opportunity to attend a summer school designed around a comprehensive needs assessment process utilizing the Migrant Student Record Transfer System, identification and recruitment, and agricultural data, etc.
> Impact: Summer school programs planned for migrant students will be designed to meet the special needs of migrant youth.
> Evaluation: Needs assessment results will be reviewed by SPI program review staff.
> Documentation: This shall be evidenced by summer school program review reports on file in the Migrant Education Office at SPI.

OBJECTIVE 2: By September 30, 1988, local school districts will have developed specially designed summer school programs for migrant secondary students.

> Purpose: To provide intensive and extensive educational opportunities for secondary migrant students during the summer in Washington State to complement and compensate for work and/or credit deficiency.
> Impact: An additional number of secondary-aged migrant students will be given an opportunity to continue their education.
> Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by SPI.
> Documentation: This shall be evidenced by project applications and evaluation reports on file in the Migrant Education Office at SPI.

(4) SPECIAL EDUCATION PROGRAMS

Need

Current federal legislation governing programs funded by the U.S. Department of Education mandates that the right of all children to a free appropriate public education shall not be violated. While the Migrant Education Program is successfully identifying and serving, within the scope of its program limitations, a large number of migrant children, a national study shows limited success in identifying and referring the mobile handicapped migrant child having special education needs.

There is a need, therefore, in the state of Washington to identify all mobile migrant handicapped children and all resources available to meet their special education needs.

This effort continues to require full assistance from staff of the Division of Special Services and Professional Programs and the Evaluation Section of the Superintendent of Public Instruction (SPI), educational service districts (ESDs) and local school districts.

Objectives

OBJECTIVE 1: By September 30, 1988, migrant education staff will work with special education staff to coordinate and provide technical assistance workshops to local school districts and preschool agencies regarding the identification of mildly mentally retarded children represented in special education.

> Purpose: To ensure that all migrant children who are suspected of having special needs are being identified and placed correctly in appropriate special education programs and to ensure that school district and preschool agency personnel have appropriate assessment and placement techniques.
> Impact: Migrant children with special needs will be placed and more appropriately served in special education programs. The classification of migrant students will be corrected to ensure that the number of migrant children classified as mildly mentally retarded is about the same as for non-migrants. Special education and migrant education staff will improve their skills in the identification, assessment and placement of migrant students in special education programs.
> Evaluation: This objective will be evaluated by evidence of a decrease in the number of migrant children classified as mildly mentally retarded and by the number of cooperative technical assistance workshops held.
> Documentation: Achievement of this objective will be evidenced by reports on file in the Migrant Education Office at SPI.

OBJECTIVE 2: By September 30, 1988, student data will have been gathered, analyzed and disseminated to determine the number of mobile migrant children (those who reside in one school district less than 90 days) and migrant children not attending school who have need of a special education program.

Purpose: To provide information on the special education needs and services provided to the most mobile migrant children and on migrant children who do not attend school.
Impact: SPI and local school districts will be better able to meet the special education needs of mobile migrants and migrants not attending school.
Evaluation: This objective will be evaluated as part of the annual end-of-year evaluation conducted by SPI.
Documentation: Achievement of this objective will be evidenced by the analysis data report on file in the Migrant Education Office at SPI.

OBJECTIVE 3: By September 30, 1988, the use of electronic mail to transfer pertinent special education student data for migrant children will be fully implemented.

Purpose: To provide current, complete data on the special education assessment process and program placement of the currently mobile child.
Impact: This will allow each migrant child with special education needs to be easily identified and placed in a special education program provided to ensure minimal disruption to the education of the child.
Evaluation: This objective will be evaluated as part of the annual end-of-year evaluation conducted by SPI.
Documentation: This shall be documented by monitoring reports on file in the Migrant Education Office at SPI.

(5) EARLY CHILDHOOD INSTRUCTION

Need

The average migrant family in Washington State includes 6.8 children of school or preschool age. Ninety-five percent (95%) of the preschool children in this group are non-English dominant, with the greater majority of these children being Spanish language speakers with essentially no command of English. During the high impact seasons when interstate migrant children make up a large percentage of the population, the number of monolingual Spanish speakers is much greater.

Statistics graphically demonstrate the exceptionally high rate at which children of migrant families fail to complete high school (as high as 85% in some heavily impacted agricultural districts). Many authorities attribute a major part of the alarmingly high dropout rate to problems originating in the elementary grades, brought about by the child's inability to deal with the English language demands of the school system. An early history of failure to perform in school is an excellent predictor of eventual failure to complete high school.

Much evidence* has been developed over the past decade that demonstrates that effective preschool intervention can prevent school failure for children. These effective preschool practices need to be implemented throughout Washington State so that school failure can be prevented for these bilingual migrant children. Preschool programs are funded through local school districts, educational service districts (ESDs), or nonprofit organizations. Preschool services provided to agencies through Chapter 1, Migrant Education funds will supplement services provided by Department of Social and Health Services, Head Start, Indian Migrant Program Division and/or Department of Labor.

Objectives

OBJECTIVE 1: By September 30, 1988, local school districts and preschool agencies will have provided supplemental early childhood education programs to at least 2,000 migrant preschool children.

> Purpose: To reach 2,000 migrant children in a preschool setting in order to adequately prepare them for school entrance.
> Impact: To increase the educational opportunity of migrant children who attend a preschool program and provide an effective educational bilingual program that will help to prevent school failure. It will also facilitate school attendance by school age siblings, so that older children do not have to babysit younger children.
> Evaluation: Statewide enrollment figures will be compiled by each program.
> Documentation: This will be evidenced by the end-of-year evaluation reports on file in the Migrant Education Office at SPI.

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*David Weikart's High Scope Foundation, Ypsilanti, Michigan

Individual Bilingual Instruction Data (Louise Gustafson, Pasco; and Beverly McConnell, Pullman, Washington)

OBJECTIVE 2: By September 30, 1988, preacademic/developmental assessment records for each child will have been developed and maintained in each migrant-funded preschool program.

Purpose: To ensure that an educational program appropriate for each individual child is developed and documented.
Impact: Each child will receive an educational program appropriate to his/her age and stage of development.
Evaluation: Assessment records for each child will be maintained.
Documentation: This shall be evidenced by program review reports on file in the Migrant Education Office at SPI.

OBJECTIVE 3: By September 30, 1988, culturally appropriate materials, activities, and experiences (both in English and in the home language) will have been in use at each preschool site.

Purpose: Materials used and activities implemented shall be appropriate to the age, developmental stage, culture, and home language for each child enrolled.
Impact: Each child will receive instruction using materials and activities that are appropriate to his/her needs.
Evaluation: Each preschool site will maintain a summary of the curriculum used.
Documentation: This shall be evidenced by program review reports on file in the Migrant Education Office at SPI.

OBJECTIVE 4: By September 30, 1988, there will be evidence of interstate/intrastate communication and coordination between and among agencies participating in preschool programs.

Purpose: To provide more effective and comprehensive programs.
Impact: Closer coordination will ensure that duplication of service and gaps in services will be minimized. In addition, it will ensure continuity of services.
Evaluation: Impact data will be collected on the number of projects involved, materials exchanged, joint inservice provided, and children served.
Documentation: This shall be evidenced by minutes and reports that are reviewed by program staff and on file in the Migrant Education Office at SPI.

(6) STAFF DEVELOPMENT

Need

Project review reports, surveys and classroom visitations conducted by SPI and Migrant Education Regional Office (MERO) staff reveal that teachers need inservice training to develop better general and bilingual teaching skills and techniques in teaching reading, math, English As A Second Language, Oral Language Development, selection of bilingual materials, equipment, computer-assisted instruction, special education, and cultural awareness in teaching migrant children. In particular, there is a need to provide continued awareness to teachers, teacher-aides, counselors, principals and other administrators, parents, and the general public of the need for continuity in and coordination of instruction with related services to migrant children. The growing awareness of the need for computer assistance in the school setting requires knowledge by educational staff on how to use computers in the teaching of basic skills. Only through staff who are educationally and linguistically prepared, and culturally sensitive can this goal be achieved. Workshops designed to meet these identified needs will be planned and scheduled in consultation and in conjunction with the local school districts.

Objectives

OBJECTIVE 1: By September 30, 1988, educationally and linguistically prepared, and culturally sensitive staff will have made reading workshops and classes available to migrant-funded teachers and aides and teachers of migrant children in participating school districts and preschool agencies.

> Purpose: Provide assistance on statewide, regional, and local levels to staff responsible for the teaching of reading with support in developing techniques and skills, and selecting appropriate materials and equipment to meet the individualized reading needs of migrant children.
> Impact: Teachers, state and Migrant Education Program funded, will acquire necessary skills to develop reading programs of instruction which are responsive to the needs of migrant children, particularly non-English speaking children.
> Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Observations of reading projects visited will be carried out to determine the extent to which workshop recommendations have been implemented by participating school district and preschool agency staff.
> Documentation: This shall be evidenced by technical assistance logs and evaluations written by teachers and aides, and kept on file in the migrant education offices.

OBJECTIVE 2: By September 30, 1988, educationally and linguistically prepared, and culturally sensitive staff will have made English As A Second Language and/or Oral Language Development workshops and classes available to migrant education-funded teachers, aides, administrators and teachers of migrant children in school districts and preschool agencies.

Purpose: Provide assistance to staff responsible for the teaching of English As A Second Language and/or Oral Language Development with support in developing techniques and skills, and selecting appropriate materials and equipment to meet the assessed needs of migrant children.
Impact: Teachers funded by the state and/or the Migrant Education Program who attend workshops will acquire necessary skills to develop English As A Second Language and/or Oral Language Development programs of instruction which are responsive to the needs of migrant children.
Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Observations of English As A Second Language and/or Oral Language Development projects visited will be carried out to determine the extent to which workshop recommendations have been implemented by school district staff.
Documentation: This shall be evidenced by technical assistance logs and evaluations on file in the migrant education offices.

OBJECTIVE 3: By September 30, 1988, educationally and linguistically prepared, and culturally sensitive staff will have made math workshops and classes available to migrant-funded teachers, aides and teachers of migrant children working in school districts and preschool agencies.

Purpose: Provide assistance to staff responsible for the teaching of mathematics programs with support in developing techniques and skills, and selecting appropriate materials and equipment to meet the math needs of migrant children.
Impact: Teachers funded by the state and/or the Migrant Education Program who attend workshops will acquire necessary skills to develop mathematics programs of instruction which are responsive to the needs of migrant children, particularly non-English speaking children.
Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Observations of math projects visited will be maintained to determine the extent to which workshop recommendations have been implemented by participating school district and preschool agency staff.
Documentation: This shall be evidenced by the implementation reports, technical assistance logs, and evaluations on file in the migrant education offices.

OBJECTIVE 4: By September 30, 1988, educationally and linguistically prepared, and culturally sensitive staff will have made home/school communication workshops available on a regional basis to migrant-funded teachers and aides and teachers of migrant children in at least 50% of participating school districts and preschool agencies.

Purpose: To provide assistance and support to staff and parents enabling them to communicate more effectively.
Impact: Staff will be better prepared to serve the needs of migrant students.
Evaluation: Appropriate staff will conduct a survey of participants to evaluate the workshops' effectiveness.
Documentation: This shall be evidenced by technical assistance logs and workshop evaluations on file in the migrant education offices.

OBJECTIVE 5: By September 30, 1988, educationally and linguistically prepared and culturally sensitive staff will have made staff development opportunities available to migrant-funded preschool programs in the areas of classroom management and diagnostic/prescriptive activities in the development of psychomotor, cognitive, and personal/interactional skills.

Purpose: To provide assistance and support to staff in developing teaching techniques and materials.
Impact: This will provide well-rounded, planned, diagnostic/prescriptive programs which are responsive to migrant children.
Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Observations of preschool projects visited will be carried out to determine the extent to which workshop recommendations have been implemented by participating preschool staff.
Documentation: This shall be documented by reports on file in the migrant education offices.

OBJECTIVE 6: By September 30, 1988, the state will have provided financial support to at least fifteen (15) members of migrant-funded paraprofessional staff to attend institutions of higher education to enhance their career opportunities for teaching in the Migrant Education Program.

Purpose: To upgrade the teaching skills, and as a consequence, upgrade the career option of migrant education-funded paraprofessional staff.
Impact: College and university-trained staff will be capable of providing more qualified instruction to migrant students.
Evaluation: Results of inservice provided to staff will be reviewed in the annual end-of-year evaluation report submitted by participating school districts.
Documentation: This will be evidenced by end-of-year evaluation reports, career development plans, and transcripts on file in the migrant education offices.

OBJECTIVE 7: By September 30, 1988, educationally and linguistically prepared, and culturally sensitive staff will be available for the facilitation of multicultural education awareness workshops to migrant-funded teachers, aides, and teachers of migrant children working in the school district.

Purpose: To provide assistance to staff working with migrant children in achieving an understanding of the migrant needs and lifestyle.
Impact: Participants will acquire a better understanding of the cultural and linguistic differences of migrant children which can at times hinder teaching in the classroom.

Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops.
Documentation: This shall be evidenced by technical assistance logs and workshop evaluations on file in the migrant education offices.

Objective 8: By September 30, 1988, administrative, instructional and support staff from all school districts and preschool agencies implementing migrant instructional programs will have been provided training on how to interpret, implement and integrate the oral language development, reading, math and early childhood education skills data.

Purpose: To provide inservice to local school district and preschool agency staff on how to use information on the Migrant Student Record Transfer System (MSRTS) record for more appropriate student program design.
Impact: Staff will acquire skills and proficiency necessary to employ the MSRTS record including the Skills Information System.
Evaluation: Inservice logs and technical assistance reports would be on file. To a degree, successful use of the record will translate into increased efforts in collecting and recording student data.
Documentation: This will be evidenced by training agendas and attendance rosters kept on file in the migrant education and MSRTS offices, as well as by program reports kept on file.

(7) INTERSTATE SUPPORT

Need

Migrant children move with their families throughout the United States in search of work in the fields or in fishing related activities. The educational, academic and support needs of these children of the migratory farmworker and fisher are profound. Because of their migratory lifestyle, the parents of these children have no roots and remain disenfranchised from the political structure that can partially ensure that the needs of the children can be addressed.

As a general rule, locally controlled school districts do not consider the unique needs of migrant children when planning and designing basic education programs. When genuine interest is demonstrated, school district boards, administrators, and staff are unable to respond appropriately due to lack of understanding or because state and local policies may not permit the implementation of programs specially designed to meet the needs of these children.

The need to provide a forum and assemble educational leaders, state and federal legislators, prominent citizens and concerned local and state educators prompoted Chapter 1 Migrant Education State Directors to contract with the Education Commission of States (ECS) to develop such a forum through which a national voice could be articulated on behalf of migrant children. Today, ten years later this great voice continues to articulate the unique needs of migrant children and explore avenues to effect policies leading to educational institutional changes at the state and local level. The ability to focus on national issues and promote an agenda has been one of the strong elements of the ECS Interstate Migrant Education Council.

Objective 1: By September 30, 1988, Washington State will have provided financial and programmatic support to the Education Commission of the States (ECS) Project to promote interstate coordination and cooperation of services for migrant students.

> Purpose: To enhance the awareness of administrators, instructional staff, and communities at large of the necessity of interstate coordination and cooperation in serving the academic needs of migrant children and young adults.
> Impact: States and local school districts will be better able to meet the academic needs of migrant children who travel interstate while continuing their education.
> Evaluation: The results of ECS activities will be reported through quarterly reports and provided to the director of each funding state.
> Documentation: This shall be evidenced by reports issued by ECS and other pertinent minutes of the ECS meetings on file at the Department of Education, ECS Headquarters and at SPI.

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b. PARENT INVOLVEMENT

Need

The Superintendent of Public Instruction (SPI) has, for the past fourteen years, supported and required parent involvement at the state and local levels to advise SPI, local school districts, and preschool agencies of the needs of migrant children. Through this period, Washington State enhanced and developed academic and support service programs due largely to valuable input and concerns voiced by parents throughout the state.

SPI continues to believe that parent involvement in education is an important part of the total educational process and is committed to continue supporting that effort.

Objectives

OBJECTIVE 1: By September 30, 1988, SPI will have provided funds to support a State Advisory Committee (SAC) composed of the following: migrant parents, school district personnel, local school board directors, migrant students, and an appointee from the Commission on Latin-American Affairs.

> Purpose: To maintain an active SAC to advise SPI on the educational needs of migrant children in Washington State.
> Impact: This will ensure that program direction continues to be given by professional and lay persons concerned about the education of migrant children.
> Evaluation: The effects of the involvement and participation of SAC members will be reflected in the development of the annual State Plan.
> Documentation: This shall be evidenced by records of by-laws, minutes, etc. on file in the migrant education office at SPI and reports from Migrant Education Regional Offices (MEROs).

OBJECTIVE 2: By September 30, 1988, the Washington State Migrant Education Advisory Committee will have met at least four (4) times.

> Purpose: To advise SPI on the educational and supportive needs of migrant children.
> Impact: Program planning made by SPI will include input by SAC members.
> Evaluation: The involvement and participation of SAC members will be reflected in the development of the annual State Plan.
> Documentation: This shall be evidenced by directives, meeting minutes, and end-of-year evaluation reports on file in the Migrant Education Office at SPI.

OBJECTIVE 3: By September 30, 1988, at least two (2) days of preservice training will be provided to new members appointed to the SAC.

> Purpose: To orient each new member to the purpose of the SAC, to his/her responsibilities, and to the functions and procedures of the Committee.

Impact: General knowledge, including roles/responsibilities, purpose, orientation to migrant education, and update on issues, concerns, and programs, will be achieved by each SAC member. These inservices will be conducted at the verbal and educational level of the parents.
Evaluation: The degree of involvement, attendance, participation, and decision making of each member will attest to the effectiveness of the training.
Documentation: This shall be evidenced by records of preservice training meetings and agendas on file in the Migrant Education Office at SPI.

OBJECTIVE 4: By September 30, 1988, at least four (4) days of inservice training will have been made available to the SAC or individual members of the SAC.

Purpose: To know the program design at the state, regional, and local level, have an orientation to the Migrant Education Program goal setting and group dynamics, as well as addressing concerns and issues in a positive manner.
Impact: Comprehensive knowledge on Committee activity will be gained.
Evaluation: A questionnaire will be developed and administered to assess the effectiveness of each training session.
Documentation: This shall be evidenced by records of inservice meetings and agendas on file in the Migrant Education Office at SPI.

OBJECTIVE 5: By September 30, 1988, 100% of the local school districts and preschool agencies implementing migrant education programs will have parent advisory committees (PACs) in which parents will have been involved through bilingual means in the planning, implementation, and evaluation of their local migrant education project. Involvement shall include reviews of academic progress, curriculum, and alternative education models.

Purpose: To have PACs assure active parental involvement at all levels of migrant programs in Washington State.
Impact: Migrant parents will have participation/training in accordance with state regulations on how the local migrant education program can better serve the needs of their children.
Evaluation: The evaluation of parent participation will be included in reports of program review/approval conducted by SPI.
Documentation: This shall be evidenced by the program review reports on file in the Migrant Education Office at SPI, by membership and attendance rosters, bylaws, and minutes on file at the local school district and preschool agency offices.

OBJECTIVE 6: By September 30, 1988, technical assistance will have been provided through educationally, linguistically, and culturally prepared staff to parents and local school district/preschool agency personnel in the areas of parental participation through PACs.

Purpose: To assist parents, and school district and preschool agency personnel in developing recruiting techniques and identifying strategies for parent involvement and active participation.
Impact: Parents, and school district and preschool agency personnel will be trained on effective parental involvement strategies and techniques, and their roles and responsibilities as PAC members.

Evaluation: The evaluation of parent participation will be included as part of the annual end-of-year evaluation conducted by SPI, specifically, through a survey of inservice logs and local school district inservice reports.
Documentation: This shall be evidenced by inservice logs on file in the Migrant Education Office at SPI.

OBJECTIVE 7: By September 30, 1988, local and regional workshops will have been made available to parents of migrant children in order to teach them techniques for assisting their children at home.

Purpose: To assist parents in learning skills that can help them teach their children and give them confidence to plan, help implement, and evaluate the education program offered their children.
Impact: Parents will: (a) learn parenting skills, (b) learn how to teach their children to read and perform simple math computations, (c) learn how to review a student progress report, (d) learn how a student is placed in a migrant education program, (e) learn how to read a migrant project application, (f) learn how to file a grievance and complaint report, and (g) learn the basic steps of planning a migrant education project application.
Evaluation: An evaluation form will be developed and adminstered to participants to assess the effectiveness of each training session.
Documentation: This will be evidenced by school district workshops and agendas on file in the Migrant Education Office at SPI.

OBJECTIVE 8: By September 30, 1988, a minimum of two (2) regional parent awareness workshops will have been conducted involving school district and preschool agency staff and parents of children participating in local migrant education programs.

Purpose: To assist parents in learning skills that can help them teach their children and give them confidence to plan, help implement, and evaluate the education program offered their children. To assist district migrant staff in developing effective teaching techniques in order to better understand the needs of the migrant child.
Impact: Parents will: (a) learn parenting skills, (b) learn how to teach their children to read and perform simple math computations, (c) learn how to review a student progress report, (d) learn how a student is placed in a migrant education program, (e) learn how to read a migrant project application, (f) learn how to file a grievance and complaint report, and (g) learn the basic steps of planning a migrant education project application. District staff will: (a) learn to teach parents effective learning techniques and activities to be used in the home, and (b) learn to understand and appreciate the ethnic and cultural values migrant parents place on their children's education.
Evaluation: An evaluation will be developed and administered to parents/participants to assess the effectiveness of each training session.
Documentation: This shall be evidenced by end-of-year evaluation reports, agendas, rosters, and logs kept on file in the Migrant Education Office at SPI.

OBJECTIVE 9: By September 30, 1988, parent training packets will be developed to be utilized in local school districts.

Purpose: To provide local school district designess, PAC President, and SAC members with resources to use in parent training.
Impact: To increase LEA and parent knowledge and understanding of the Migrant Education Program.
Evaluation: Questionnaires will be available in the packets to evaluate future training sessions/workshops.
Documentation: There shall be evidence through workshops, reports, agendas, and attendance rosters.

c. IDENTIFICATION AND RECRUITMENT

Need

Rules and regulations governing the Migrant Education Program mandate that the State Education Agency describe in its plan the state's strategy for identifying and recruiting all eligible migratory children in the state. This is fundamental to the success of the Migrant Education Program in general.

There is a continuing need to actively survey all regions of the state for evidence of agricultural and/or fishing activites and focus on identification and recruitment of migrant students in these areas. Established areas to be served will be kept on file; recruitment staff will identify and recruit eligible children in these areas on a statewide basis. Such identification and recrutiment should include coordination with other programs serving migrants, such as Migrant Education Programs in other states, Community Services Block Grant, and Job Training and Partnership Act recipients.

As a receiving and sending state Washington will assure that student information will be exchanged with other states.

The state must continue to support local school districts to assist them in completing eligibility, enrollment, health, and other forms for migrant children, particularly during the impaction periods.

Migrant students and their families need assistance from bilingual staff who will provide them information regarding health, welfare, and educational services. Migrant parents also need the support from staff to refer them to these existing agencies and to assist in securing services from these agencies.

There are continued requests for the Migrant Education Program to provide inservice and training to local school district and preschool agency staff in interpreting eligibility criteria, as well as certifying migrant children eligible for program services. Because of turnover in staff and program requirements, there remains a need for continuous inservice and training.

OBJECTIVES

OBJECTIVE 1: By September 30, 1988, migrant education staff will have provided, upon request, assistance in the identification and recruitment process to at least ten (10) school districts and/or preschool agencies with migratory children, including identification of students suspected of dropping out of school.

> Purpose: To ensure that all currently migratory children who are eligible to be served in a school district's migrant education program, or who are of preschool age, are identified during impaction and enrolled in the MSRTS.
> Impact: This effort will assist local school districts and preschool agencies in identifying and recruiting migrant children in a prompt manner.

Evaluation: The objective can be evaluated by reviewing Certificates of Eligibility (COEs) and monthly summaries maintained in the Migrant Student Record Transfer System (MSRTS) Office.
Documentation: This shall be evidenced by COEs on file in the MSRTS.

OBJECTIVE 2: By September 30, 1988, migrant education staff will have assumed full responsibility for identifying, certifying, and revalidating the eligibility of all migrant students residing in nonproject areas.

Purpose: To ensure that all migrant children residing within nonproject school districts are identified and enrolled in the MSRTS and to encourage the districts to implement programs for these students.
Impact: All migrant children will be currently enrolled in the MSRTS to minimize loss of educational opportunities due to mobility.
Evaluation: This will be evaluated by the accuracy, timeliness, and completeness with which these migrant children are enrolled in the MSRTS.
Documentation: This shall be evidenced by statistical reports on file in the MSRTS Office and in the Migrant Education Office at SPI.

OBJECTIVE 3: By September 30, 1988, all COEs completed by migrant-funded projects will be submitted to the MSRTS Office and reviewed for completeness and accuracy. A 1% sample of families, along with those requested by local school districts or SPI, will be interviewed. These interviews will be conducted for insuring accurate eligibility certification.

Purpose: To ensure that all students identified and served in migrant education programs are eligible to be served.
Impact: The number of ineligible students will be reduced, thus saving local school districts and SPI from audit exceptions.
Evaluation: This will be evaluated by a review of letters sent to districts noting errors, corrections and/or commendations regarding accuracy of COEs.
Documentation: This shall be evidenced by the results of COE reviews found in individual school district files in the MSRTS Office.

OBJECTIVE 4: By September 30, 1988, migrant education staff will have provided training to staff needing assistance in selected topics such as identification and recruitment techniques, completion and sharing of COEs, and communication skills.

Purpose: To ensure that all staff in the program responsible for identification and recruitment are familiar with identification and recruitment techniques, including the completion of COEs and rules governing the eligibility of students, etc.
Impact: Staff will be able to carry out their identification and recruitment responsibilities properly.
Evaluation: This will be evaluated by the accuracy, timeliness, and completeness with which COEs are completed.
Documentation: This shall be evidenced by COE completion reports and program review reports on file in the Migrant Education Office at SPI.

OBJECTIVE 5: By September 30, 1988, school district and preschool agency staff will have identified, certified, recruited, and/or revalidated the eligibility of all migrant children residing in their area.

Purpose: To ensure that all migrant children residing within migrant project school districts or preschool agencies are enrolled in migrant education programs and that MSRTS records are established and/or updated.
Impact: All migrant children will be enrolled in migrant education programs and MSRTS to minimize loss of educational opportunities due to mobility.
Evaluation: This will be evaluated by the accuracy, timeliness, and completeness with which COEs and MSRTS enrollment updates are completed.
Documentation: This will be evidenced by program review reports on file in the Migrant Education Office at SPI.

OBJECTIVE 6: By September 30, 1988, Migrant Education Program staff will have referred and/or provided transportation to migrant families needing assistance.

Purpose: To provide assistance to families needing referrals so that conditions that keep children from participating in instruction can be minimized.
Impact: Migrant children will have fewer obstacles to deal with while attending school in a migrant education program.
Evaluation: This will be evaluated by referrals logged by home visitors.
Documentation: This will be evidenced by program review reports on file in the Migrant Education Office at SPI.

d. MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

Need

The Education Consolidation and Improvement Act mandates that the MSRTS shall be maintained to (a) facilitate the transmittal of health and educational records for children of migratory workers, and (b) be the basis for determining fund entitlements and allocations to states participating in the Migrant Education Program.

In 1968, the United States Office of Education (USOE) and National Association of State Directors of Migrant Education (NASDME) determined that continuous academic and health records on migrant children were not being transferred from school to school within, between, and among states, and that this situation contributed to the failure of migrant students. The MSRTS was created to assure transmittal of migrant student records. In 1979, the USOE and the NASDME, after three years of work in developing such a system, designed and implemented a skills identification, recording, and transmittal program for reading, math, oral language, and early childhood education. The addition of this information is intended to ensure that more specific and relevant academic information will now be available to teachers who serve migrant children.

The large turnover rate of school district personnel and continuous upgrading of changes to the national MSRTS require continuous inservice to staff.

Staff must be maintained to ensure that all pertinent student record information is transmitted to the National Data Bank in Little Rock, Arkansas, on a daily basis. The success of the Washington State Migrant Education Program MSRTS operation continues to depend on this structure.

A monthly school district and preschool agency report containing enrollment and withdrawal information of migrant students, and their participation in migrant and non-migrant funded support and academic programs, is forwarded to the Migrant Education Office at SPI, migrant education regional offices, and to local school districts and preschool agencies by the MSRTS Office. These reports are necessary for complying with state and federal report requirements and for program planning.

Objectives

OBJECTIVE 1: By September 30, 1988, 100% of identified migrant children enrolled in the 1987-88 school year and 1988 summer school will have been enrolled in a timely manner in the MSRTS.

> Purpose: To provide current health, Skills Information System (SIS) and academic data on each migrant child in Washington State.
> Impact: This will allow each migrant child to have a record on the National Data Bank which can provide the opportunity for continuity of educational information for each student and for program design; it also ensures a more accurate basis for determining the funding allocation of Washington State.

Evaluation: Evaluation will be based on accuracy of back-up data and MSRTS student record forms in school districts and preschool agencies.
Documentation: This will be evidenced by statistical reports of school districts and preschool agencies on file in the Migrant Education Office at SPI.

OBJECTIVE 2: By September 30, 1988, all update information collected by school district and preschool agency personnel for currently-migratory and first and second year formerly-migratory students will have been submitted punctually and accurately to the MSRTS Office.

Purpose: To assure that student information being submitted to the MSRTS Office follows the priority criteria set by the Migrant Education Program and is entered accurately by school district and preschool agency personnel.
Impact: MSRTS Office personnel will be able to determine the accuracy of information being submitted by school district and preschool agency personnel.
Evaluation: Information being submitted by the school district and preschool agency will be reviewed to determine its accuracy.
Documentation: This will be evidenced by an end-of-year evaluation report of information being sent by school districts and preschool agencies to the MSRTS Office.

OBJECTIVE 3: By September 30, 1988, state and regional MSRTS training workshops and follow-up inservice visits will have been provided to school district and preschool agency personnel, and migrant education-funded staff to include education, health data, and the Migrant Education Program accident insurance.

Purpose: To provide school district and preschool agency personnel with current MSRTS requirements and technical assistance to improve the efficiency and effectiveness of the system.
Impact: Better trained school district and preschool agency personnel who are kept current on changing MSRTS requirements and who are provided additional skills, will be able to update student information more accurately and promptly.
Evaluation: MSRTS Office staff will develop and administer an evaluation questionnaire to determine the effectiveness of each session.
Documentation: This will be evidenced by statistical reports from school districts and preschool agencies on file in the MSRTS Office.

OBJECTIVE 4: By September 30, 1988, all school districts and preschool agencies implementing a migrant instructional program will have established and will continue a data flow system within their school building to ensure proper communication between and among all personnel involved with establishing, recording, and updating of MSRTS student educational and health data.

Purpose: To provide administrative and instructional support of staff in school districts and preschool agencies with a data flow system which will enhance communication between and among staff to ensure accurate recording and updating of student records.
Impact: This will assure that timely educational data, important for the students' progress and continuity of education, are available.
Evaluation: Staff designated by SPI will review project sites to assure that the data flow plan is implemented as established.
Documentation: A copy of the data flow plan will be on file in the Migrant Education Office at SPI.

OBJECTIVE 5: By September 30, 1988, 100% of all skills and educational, health, and supportive data on migrant students received from participating local school districts and preschool agencies will have been transmitted in a timely manner to the National MSRTS Office.

Purpose: To ensure that the State of Washington fulfills its responsibilities so that current information is available to all school personnel within and among states and to assure that each migrant child's record is maintained.
Impact: This will provide for the continuity of educational information for each migrant student, for program design, and for teachers desirous of current information for proper placement of the migrant child.
Evaluation: MSRTS Office terminal operator reports on accuracy of transactions will be reviewed.
Documentation: This will be evidenced by reports on file in the MSRTS Office.

OBJECTIVE 6: By September 30, 1988, end-of-year regular and summer school statistical reports, consisting of enrollments, updates and withdrawals, special program participation, status, and health data will have been compiled and submitted to the Migrant Education Office at SPI.

Purpose: To provide statistical data to the State Supervisor of the Migrant Education Program and the State Advisory Committee.
Impact: State personnel will reference these reports to determine accuracy of school district application data and to assess statewide developments of migrant student activity.
Evaluation: Each school district and preschool agency report will be examined for accuracy.
Documentation: This will be evidenced by end-of-year regular and summer school statistical reports on file in the MSRTS Office and in the Migrant Education Office at SPI.

OBJECTIVE 7: By September 30, 1988, monthly statistical reports, consisting of MSRTS enrollments, updates, withdrawals, status and health data, will have been compiled and distributed to each local school district, preschool agency, and SPI by the 15th of each following month during the period of September through June.

Purpose: To provide monthly statistical data to the State Supervisor of the Migrant Education Program and school district and preschool agency migrant education staff for program planning and review.
Impact: Local school districts, preschool agency, and state Migrant Education Program staff will monitor on a monthly basis, MSRTS enrollments to identify the number of students being provided educational and support services and determine mobility patterns of migrant students.
Evaluation: Each school district and preschool agency report will be examined for accuracy and, on a sampling basis, the extent to which such information is being used by school district and preschool agency personnel for program planning will be determined.
Documentation: This will be evidenced by monthly statistical reports on file in the MSRTS Office and in the Migrant Education Office at SPI.

OBJECTIVE 8: By September 30, 1988, special reports will have been compiled upon request and distributed through SPI.

Purpose: To provide SPI, the State Advisory Committee, and/or school district and preschool agency migrant education staff with current and accurate information.
Impact: These statistical data will assist SPI, school district staff, and the State Advisory Committee in the planning and implementation of the Migrant Education Program.
Evaluation: Each school district and preschool agency report will be examined for accuracy.
Documentation: This will be evidenced by special statistical reports on file in the MSRTS Office and in the Migrant Education Office at SPI.

OBJECTIVE 9: By September 30, 1988, technical assistance and inservice will have been provided to all school districts and preschool agencies requesting training and assistance in the accident insurance program provided to migrant students enrolled in the MSRTS.

Purpose: To assure that all school district personnel and parents are knowledgeable of insurance benefits and proper claim procedures.
Impact: This will provide a statewide understanding of the accident insurance coverage program to all personnel and parents so that migrant students can benefit the most.
Evaluation: Inservice training reports will be on file documenting workshop sites and participants. Evaluation questionnaires will also be developed and implemented to determine the effectiveness of each workshop.
Documentation: This will be evidenced by evaluation and technical assistance reports on file in the MSRTS Office.

OBJECTIVE 10: By September 30, 1988, 100% of all accident insurance claims will be processed by MSRTS staff for ensuring accuracy and verifying eligibility of all claims paid by the accident insurance carrier.

Purpose: To assure that all insurance claims will be processed by the MSRTS staff for ensuring accuracy and verifying eligibility of all claims paid by the accident insurance carrier.
Impact: This internal check will improve coordination with the insurance carrier and assures that only eligible claims are processed.
Evaluation: As evidenced by a record of claims processed through the MSRTS Office and paid by the insurance carrier.
Documentation: This will be evidenced by a report of the number of claims filed and submitted to the insurance carrier and filed in the MSRTS Office.

OBJECTIVE 11: By September 30, 1988, migrant education staff will provide technical assistance training to school districts implementing the Migrant Education Management Information System (MEMIS).

Purpose: To provide technical assistance training to administrative and instructional personnel at the school district level to better manage their migrant program.
Impact: School district personnel will be able to better assess and plan for student needs as a result of generating current and rapid information on migrant students being served in instructional programs.
Evaluation: MEMIS reports generated at the school district level will be monitored by SPI.
Documentation: This will be evidenced by school district end-of-year reports filed in the Migrant Education Office at SPI.

OBJECTIVE 12: By September 30, 1988, migrant education staff, in cooperation with local school districts, will implement and maintain a computerized communication network which will transmit MSRTS enrollment and update information to the MSRTS Office and/or the National Data Bank via a computer hook-up.

Purpose: To ensure that migrant students are enrolled immediately and that local school districts receive MSRTS records on a timely basis.
Impact: This will provide for the continuity of instructional programs for migrant students in each local school district.
Evaluation: Statistical reports will be reviewed to determine the amount of transmission being made by this computer network. An evaluation document will be developed to determine the effectiveness of this program.
Documentation: This will be evidenced by monthly and end-of-year statistical reports on file at the local school district and MSRTS Office.

e. MEDIA

Need

The Dissemination Program is a vital link in communicating information about the Migrant Education Program among migrant personnel and the general public within the State of Washington and in other states. Through this communications link--including radio news, television news, and newspapers--school districts, state personnel, parents, and general public can stay abreast of local, state, and national trends in migrant education. The Dissemination Program is a key factor in promoting interstate, intrastate, and interagency cooperation. It helps with identification and recruitment by directly informing migrant parents of migrant education services and of local service outlets.

Objectives

OBJECTIVE 1: By September 30, 1988, the statewide Dissemination Program will provide, as requested, graphic arts materials and language translations for migrant education staff at the local, educational service district (ESD), and state levels.

> Purpose: To provide Migrant Education Program staff support with graphics and translation services.
> Impact: Components will benefit directly by obtaining graphics and translation materials tailored for their use. Non-English-speaking migrant students will benefit directly from use of the materials by education staff.
> Evaluation: Migrant Education Program staff will be surveyed to determine the usefulness and effectiveness of the graphics and translation materials developed.
> Documentation: All job order requests will be on file in the Dissemination Program office.

OBJECTIVE 2: By September 30, 1988, at least ten issues of the bilingual Migrant Education News will have been published and disseminated to educators, migrant parents, and the general public.

> Purpose: School district staff, other migrant agencies, public officials, migrant parents, and the general public in Washington State and other states will be kept informed of state and national issues, programs, etc.
> Impact: Information in the newsletter is designed to inform readers about migrant education functions and activities, so they may become more familiar with and will be in support of the program.
> Evaluation: School districts, mass media outlets, migrant parents, and the general public in Washington State will be surveyed regarding the usefulness of newsletter content.
> Documentation: This shall be evidenced by survey reports and copies of newsletters on file in the Dissemination Program office.

OBJECTIVE 3: By September 30, 1988, local school districts and preschool agencies, with assistance from the State Dissemination Program, will disseminate information pertaining to the Migrant Education Program to all residents of their districts.

Purpose: To share with all residents of their districts, information pertaining to the Migrant Education Program.
Impact: Sharing information with community residents will provide greater understanding of the Migrant Education Program and awareness of the plight of migrant children.
Evaluation: This will be evaluated by samples of information disseminated and a sampling of school district/preschool agency satisfaction.
Documentation: This shall be evidenced by dissemination plans on file in school districts and review of such plans by program reviewers; reports of such services will also be on file in the Migrant Education Office at SPI.

f. HEALTH

Need

Health care continues as one of the highest priority needs of migrant children. This is also a National Education Association (NEA) listed priority/concern. National studies indicate that health care, particularly preventive care, is consistently neglected among families whose annual income falls at or below the poverty level in the United States. This includes most migrant families.

Basic to educating migrant children is the need to remove those factors, overt and hidden, which impede the migrant child's ability to attend school and achieve higher academic development. An undernourished child cannot and will not be able to learn, regardless of the most competent educational services provided him/her.

Concurrently, health education must be offered children so that they can begin at an early age to learn more about health, nutrition, and hygiene. Students must learn the value of preventive health and develop the knowledge to utilize existing health care systems. Supplementary health care services may be provided to augment existing resources available through other agencies and resources in the community.

Also evident in the migrant child's living environment is exposure to pesticides, hazardous equipment, and other life threatening situations. A migrant family's mobile lifestyle does not include the traditional protection of insurance or agency benefits. Accident and illness frequently compound the mobility factor and adversely affect the migrant child's education. It is, therefore, imperative to offer the children of these families at least minimum protection by providing them not only a physical examination but also accident insurance. In 1984-85, 21,096 migrant students were provided accident insurance.

Objectives

OBJECTIVE 1: By September 30, 1988, a minimum of 4,000 migrant students enrolled in the Migrant Student Record Transfer System (MSRTS) and local school districts/preschool agencies will have received health assessments from contracting agencies.

> Purpose: To determine if these children can participate effectively in instructional services.
> Impact: To remove health factors which impede migrant students' abilities to attend school and develop effectively, mentally, and chronologically. This is imperative if the migrant child is to progress academically in a normal manner.
> Evaluation: The number of children receiving health screenings and/or physical examinations and other health information will be examined to determine the extent to which children are being properly examined.
> Documentation: This will be evidenced by end-of-year evaluation and MSRTS reports on file in the Migrant Education Office at SPI.

OBJECTIVE 2: By September 30, 1988, educational health awareness and safety programs will have been provided to staff and migrant parents and students enrolled in the MSRTS.

Purpose: To educate migrant children at an early age about health awareness and safety programs.
Impact: Students will learn of the benefits of sound and safe health practices.
Evaluation: Records of the number of migrant staff, parents, and students receiving health awareness and safety education programs will be recorded and a questionnaire will be administered to determine effectiveness of program.
Documentation: This will be evidenced by reports on file in the Migrant Education Office at SPI.

OBJECTIVE 3: By September 30, 1988, the Migrant Education Program will have provided accident insurance coverage to migrant children enrolled in MSRTS and attending a bonafide educational program.

Purpose: To ensure that a migrant child attending a bonafide educational program who has an accident will receive prompt treatment, enabling that child to continue to participate effectively in school.
Impact: These migrant children will be promptly treated thus allowing them to return to school as quickly as possible to continue their education.
Evaluation: The number of children enrolled in MSRTS who have accidents covered by MSRTS insurance will be reviewed.
Documentation: This will be evidenced by the migrant accident insurance policy and statistical reports on file in the MSRTS Office and in the Migrant Education Office at SPI.

4. Children Residing in the State and to be Served:

   Please see Exhibit C for chart of migrant children.

5. Services to Private School Children:

   The SEA sends out a survey form (Exhibit D), which lists all special program areas, to all private schools. The private schools send the results of this survey to the LEA in which they reside in and to SEA designated staff. The LEA is required to respond to each inquiry/request for services from the private school. In addition, the LEA is responsible for identifying all migrant students residing in their LEA, including those attending private schools. The application submitted to the SEA indicates number of private school children to be served and describes those services in the same manner as all services provided in that LEA. Adherence to Chapter 1 regulatory requirements regarding private schools is monitored in the LEA on-site review.

6. Identification and Recruitment:

   See Identification and Recruitment Objectives #1-6 in 3. above.

7. State Parent Advisory Council:

   a. Exhibits E and F describe the composition and membership of the Washington State Migrant Education Advisory Committee (SAC).

   b. The SAC's involvement in the state program is described in 2.a.(6) and 2.b. above.

   c. The SEA intends to consult with the SAC as described in 2. above.

8. Coordination with Other Programs:

   The SEA's Chapter 1 Migrant Program coordinates with other programs:

   a. under the Community Services Block Grant Act of 1981, by serving on the advisory committees of the funding agencies for these funds, by providing guidelines to Chapter 1 Migrant funded agencies and LEAs as to supplementing those services, by requiring at time of application how the resources provided will be used in serving migrant children, and by reviewing coordinated efforts by LEA/agencies at time of on-site reviews.

   b. under section 402 of JTPA of 1982, by working closely with agencies (e.g., Washington Human Development) receiving those funds to develop programs and provide supplementary Chapter 1 Migrant funds, specifically in LEAs with large populations of out-of-school and at risk secondary students.

c. that provide services by being on advisory groups and attending meetings to plan coordinated programs; e.g., Farmworkers Interagency Committee, Department of Social and Health Services(DSHS)/Superintendent of Public Instruction Interagency Committee (Joint Agreement, Exhibit G), Hispanic Ad Hoc Committee, Equity Network, etc. Also, all early childhood education proposals submitted are reviewed by DSHS, Department of Licensing, Indian Migrant Program Division (IMPD), Head Start, etc. for duplication of services and correct statement of resources before final issuance of contract by Chapter 1 Migrant Education Program.

9. Coordination with Other States:

See Interstate Support Activity and Objective in 3. above.

10. Fiscal and Administrative Requirements:

The fiscal and administrative requirements concerning maintenance of effort and comparability are met by established budgetary/fiscal procedures developed and approved at the SEA level for all Chapter 1 Migrant programs, and are monitored by auditors during their reviews. Reports of violations/concerns/questions are directed to state migrant education program staff to resolve according to SEA policies.

The supplementing of non-Federal assistance is ensured by careful review at time of application, technical assistance done during the year, assurances signed at time of application, and monitoring of this specificity at time of on-site review. This is also part of auditor's review, under A-128 audit procedures, as cited in preceding paragraph.

11. Evaluation to Determine Program Effectiveness:

a. The Washington State Program for Migrant Children's Education collects data on state programs for three purposes:

(1) To provide information for state management needs;
(2) To report and describe services to the federal government rendered under the state's grant award; and
(3) To assess migrant student achievement.

A brief description of the data elements and reporting system for each of these areas are described below:

Management Information

Formative data needs are met through the use of two computer systems. The Migrant Student Record Transfer System (MSRTS) is a national computer network that focuses on documenting migrant student attendance patterns and facilitates the transfer of student records. By using the MSRTS, school districts report their child counts by the month enabling a more accurate view of the number of children eligible for service in Washington State.

A second data collection process is coordinated through the SEA. All projects supported by migrant education funds are required to submit verification of program services via state program reports. The Testing and Evaluation unit processes the application and end-of-year reports and supplies information and special reports to program managers.

Description of Program Services and Trends

The evaluation unit prepares an annual report of Migrant Education Program services. This report details the activities rendered under the federal grant award to the state for a specific fiscal year. The report includes sections on eligible and served students by district, health services, special project operations, state advisory committee activities, and the operation of the MSRTS in Sunnyside, Washington and Migrant Education Regional Offices in Mount Vernon and Yakima, Washington. The data reporting forms for the Chapter 1 Migrant Education Program have remained constant for the last six years. Because of this, program trend data are available for an eight year period.

Student Achievement

The Washington Administrative Code (WAC) 302-164-085 requires that local education agencies "....provide a plan for some form of ongoing or continuous assessment which shall be in operation during the dates of the project." The state thus requires local evaluation but does not impose a standardized evaluation format or a specific test. Similarly, federal evaluation models for migrant education programs have not been offered. Migrant student achievement, however, is monitored through the statewide assessment program. This assessment is conducted yearly in October, and teachers designate students within special programs such as Chapter 1 Regular or Chapter 1 Migrant Education Programs. Comparisons of migrant students can be made too with other fourth grade students, other compensatory program students, and national norm groups.

In addition, achievement data using the Title I Evaluation and Reporting System (TIERS) are collected from school districts on a voluntary basis.

b. See 2. above for how SEA determines improved performance.

c. See 11.a. above for evaluation of program and projects.

12. Evaluation to Improve Services:

See 2.a-b. above for how the SEA will ensure that results of evaluations will be used to improve the provision of services to eligible migratory children.

13. Use of Funds:

a. The SEA will use administrative funds for administration of the Chapter 1 Migrant Education Program to (1) prepare SEA's monitoring and annual state plan, (2) design, publish, and distribute the application, performance and evaluation forms, and instructions, (3) technical assistance given to develop LEA/agency applications, (4) review of applications and reports from LEAs and agencies, (5) monitoring of migrant education program projects, (6) publish, print, and disseminate state plan, end-of-year report, spring applications, performance reports, etc., (7) maintenance of fiscal and accounting procedures, and (8) coordinating local projects with other public and private agencies.

b. The SEA will use Chapter 1 Migrant program funds for unique functions at the state level to (1) facilitate and coordinate inservice training to be provided by SEA and Regional Offices staff to teachers and parents, (2) coordinate interstate programs and projects with state local projects, (3) process reports submitted by the operating agencies to the SEA, (4) maintain inventories, (5) negotiate and award contracts, and (6) coordinate special education and migrant children needs and services within the SEA and throughout the LEAs.

c. The SEA will ensure that Chapter 1 Migrant program funds will be used only to meet the allowable costs of project activities by (1) documenting activities assigned each staff, (2) signing forms as to activity object bi-monthly, (3) review staff development plans, evaluations, and workload plans regularly, and (4) review and control of monthly budget summaries which indicate objects/staff activities on which Chapter 1 Migrant administrative funds are expended.

Section B - Program Plan - Local Projects

1. Proper Use of Funds:

a. The SEA reviews the factors listed on Exhibit H in addition to the needs assessment results submitted to determine the amount of a subgrant to a LEA or another operating agency.

b. The SEA will ensure that LEAs and other operating agencies expend funds in accordance with application approved by the SEA by on-site reviews, using the procedures in Exhibit I, and reporting on checklist in Exhibit J.

2. Size, Scope, and Quality:

The SEA ensures the size, scope, and quality of funded local projects by review analysis and final resolution of the statewide needs assessment process (A.2.a-b. above), application approval process (B.1.a. above), and monitoring process (B.1.b. above), and also the A-128 audit process used at SEA level.

3. Parent and Teacher Consultation:

The SEA will ensure that programs and projects will be designed and implemented in consultation with local parents, teachers, and parent advisory councils by monitoring the items I.A.9., I.B.14-25., and II.A.1-4. on the checklist (see Exhibit J). The approval of the application (B.1.a. above) includes the signed assurance #7 which states, "The applicant has designed and will implement the programs described in this application in consultation with parents and teachers of the children being served. [P.L. 97-35, Section 556(b)(3)]

PART III—BUDGET INFORMATION

SECTION: BUDGET SUMMARY

OBJECT CLASS CATEGORIES	FEDERAL FUNDING AMOUNTS
1. SEA ACTIVITIES	
a. Personnel	$ 150,000.00
b. Fringe Benefits	38,000.00
c. Travel	50,000.00
d. Equipment	15,000.00
e. Supplies	50,000.00
f. Contractual	50,000.00
g. Construction	-0-
h. Other	5,000.00
i. Total Direct Charges (1a-1h)	$ 358,000.00
j. Indirect Charges	$ -0-
k. Total (1i + 1j)	$ 358,000.00
2. LEA ACTIVITIES	$ 10,673,300.00
3. TOTAL BUDGET (Sum 1k + 2)	$ 11,031,300.00 a/

a/ Includes current allocation of $ 10,531,300 and estimated carryover of $ 500,000

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Section B - Budget Narrative

1. Below is the SEA budget narrative requested:

   a. The following explanation is provided for SEA object class categories as noted in Part III, Section A - Budget Summary.

      Personnel -- staff at SEA level funded by Chapter 1 Migrant are on Exhibit K.

      Fringe Benefits -- see Exhibit K referred to in Personnel above.

      Travel -- the amount budget for travel is to cover SEA Chapter 1 Migrant program staff performing the activities used in A.13.b. above.

      Equipment -- equipment to be purchased will include room dividers for office space and microcomputers to utilize program information via MSRTS network to access statewide migrant education communication system and to use as word processor regarding migrant program.

      Supplies -- program funds are budgeted to support the SEA program staff activities and dissemination efforts of the Chapter 1 Migrant Education Program.

      Contractual -- $25,000 is for the Education Commission of the States contract and the other is for presenters/speakers for the statewide annual conference, regional parent workshops, and for consultants for special studies; e.g., services delivery system survey in Washington State, conducting special workshops, (e.g., Leadership Conference, Career Fair, staff retreat), etc.

      Construction -- None.

      Other -- Computer program developer use, rental of space for workshops, and communication costs.

   b. The administrative functions and breakdown of percentage of staff salaries that will be charged to Chapter 1 Migrant administrative funds are reflected in A.13.a. above and in Exhibit K of B.1.a. above.

   c. See B.1.a. above and Exhibit K.

   d. See B.1.a. Contractual explanation above.

   e. See B.1.a. Contractual explanation above.

   f. See Exhibit L gives a breakdown of the training activities of the Regional Offices and MSRTS. No stipends for trainers is paid.

   g. No indirect rate is applied to Chapter 1 Migrant funds at SEA level.

h. See B.1.a. Equipment explanation above. The SEA fiscal section keeps an inventory of all equipment (over $100) purchased with migrant funds.

2. The narrative for operating agency, subgrantee, aggregated program funds are:

   a. Identification and Recruitment (including MSRTS): $1,500,00 for statewide and LEA identification and recruitment staff, training of these staff, travel, and publications.

   b. Instructional Services: $8,000,000 for salary and benefits of teachers, teachers aides, and inservice providers, and materials and supplies for educational activities.

   c. Support Services: $573,000.

      (1) Health: $500,000 for health physicals, accident insurance, emergency medical services.

      (2) Guidance and Counseling: $70,000 for counseling and psychological testing.

      (3) Nutrition: $3,000 for some lunch programs and snacks for kindergarten programs.

   d. Administration: Funds are provided for supervising staff and coordinating staff. Those funds are incorporated in whether those activities occur in instruction, support, etc., and are not titled "administration" by the SEA.

PART IV
ASSURANCES

The Applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of Federal funds for this federally-assisted project. Also the Applicant assures and certifies:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.

5. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.

6. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

7. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.

8. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

9. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

10. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. It will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

12. It will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.

13. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.

14. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, P.L. 93-234, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on or after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.

15. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 *et seq.*) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.

Frank B. Brouillet

Dr. Frank B. Brouillet, State Superintendent of Public Instruction

GPO 910-091

FY 88 STATE PLAN PRIORITIES

	Sub-Category ( )	Highest Priority = #1 Lowest Priority = #12
STUDENT INSTRUCTION		___
Reading	___	
Oral Language Development	___	
Math	___	
SECONDARY PROGRAMS		___
Forum on the Dropout	___	
Program Alternatives	___	
PASS Program	___	
Leadership Conference	___	
MSRTS Training	___	
SUMMER PROGRAMS		___
Assess Needs	___	
Project Sites	___	
Secondary School Programs	___	
SPECIAL EDUCATION PROGRAMS		___
Coordination of Migrant Special Education Workshops	___	
Gathering of Student Data	___	
Transferring Data	___	
EARLY CHILDHOOD EDUCATION (ECE)		___
Preschool Programs for 3 to 6 Year Old Migrant Children	___	
Assessment Records	___	
Development of ECE Materials	___	
Interstate Coordination with Other State Preschool Agencies	___	
Other Sources of Funding	___	

	Sub-Category ( )	Highest Priority = #1 Lowest Priority = #12
INSERVICE TRAINING		____
Reading	____	
ESL/OLD	____	
Math	____	
H/S Comm. Workshops	____	
Preschool Programs	____	
Paraprofessional Career Oppor.	____	
Awareness Workshops	____	
MSRTS Training	____	
INTERSTATE SUPPORT		____
Education Comm. of the States	____	
PARENT INVOLVEMENT		____
Formation of SAC	____	
SAC Meetings	____	
SAC Preservice Training	____	
SAC Inservice Training	____	
District PACs	____	
PAC Funding	____	
Parent Education & Involvement	____	
Regional Parent Workshops	____	
Parent Awareness Workshops	____	
Parent Training Packets	____	
IDENTIFICATION AND RECRUITMENT (I&R)		____
LEA I&R Activities	____	
Validation of COEs in Nonproject Areas	____	
Review of LEA COEs	____	
Training of Staff	____	
Workshops	____	
Identification of Dropouts	____	
Validation of COEs in Area	____	
Referral of Parents/Children to Other Agencies	____	

	Sub-Category ( )	Highest Priority = #1 Lowest Priority = #12
MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)		______
Enrollment of Student Information in Regular and Summer Schools	___	
Updating of Student Information in Regular and Summer Schools	___	
Training Workshops	___	
Data Flow System	___	
National Data Bank	___	
E-O-Y Statistical Reports	___	
Monthly Statistical Reports	___	
Special Reports	___	
Accident Insurance	___	
Accident Insurance Claims	___	
Training on CATMAN	___	
MEDIA		______
Graphics and Translations	___	
Publication of Newletter	___	
Disseminate Information	___	
HEALTH		______
Health Assessments	___	
Health Awareness and Safety Programs	___	
Accident Insurance	___	

EXHIBIT B

SAC MEETING RESULTS
FY 88 STATE PLAN PRIORITIES

	Sub-Category ( )	Highest Priority = #1 Lowest Priority = #12
STUDENT INSTRUCTION		1
Reading	✓✓	
Oral Language Development	✓✓	
Math	✓	
SECONDARY PROGRAMS		2
Forum on the Dropout	✓	
Program Alternatives	✓	
PASS Program	✓	
Leadership Conference	✓	
MSRTS Training	✓	
SUMMER PROGRAMS		3
Assess Needs	✓	
Project Sites	✓	
Secondary School Programs	✓	
SPECIAL EDUCATION PROGRAMS		6
Coordination of Migrant Special Education Workshops	✓	
Gathering of Student Data	✓	
Transferring Data	✓	
EARLY CHILDHOOD EDUCATION (ECE)		9
Preschool Programs for 3 to 6 Year Old Migrant Children	✓	
Assessment Records	✓	
Development of ECE Materials	✓	
Interstate Coordination with Other State Preschool Agencies		
Other Sources of Funding	✓	

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	Sub-Category ( )	Highest Priority = #1 Lowest Priority = #12
INSERVICE TRAINING		8
Reading	✓	
ESL/OLD	✓	
Math	✓	
H/S Comm. Workshops	✓	
Preschool Programs	✓	
Paraprofessional Career Oppor.	✓	
Awareness Workshops	✓	
MSRTS Training	✓	
INTERSTATE SUPPORT		12
Education Comm. of the States	✓	
PARENT INVOLVEMENT		7
Formation of SAC	✓	
SAC Meetings	✓	
SAC Preservice Training	✓	
SAC Inservice Training	✓	
District PACs	✓	
PAC Funding	✓	
Parent Education & Involvement	✓	
Regional Parent Workshops	✓	
Parent Awareness Workshops	✓	
Parent Training Packets	✓	
IDENTIFICATION AND RECRUITMENT (I&R)		4
LEA I&R Activities	✓	
Validation of COEs in Nonproject Areas	✓	
Review of LEA COEs	✓	
Training of Staff	✓	
Workshops	✓	
Identification of Dropouts	✓	
Validation of COEs in Area	✓	
Referral of Parents/Children to Other Agencies	✓	

	Sub-Category ( )	Highest Priority = #1 Lowest Priority = #12
MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)		5
Enrollment of Student Information in Regular and Summer Schools	✓	
Updating of Student Information in Regular and Summer Schools	✓	
Training Workshops	✓	
Data Flow System	✓	
National Data Bank	✓	
E-O-Y Statistical Reports	✓	
Monthly Statistical Reports	✓	
Special Reports	✓	
Accident Insurance	✓	
Accident Insurance Claims	✓	
Training on CATMAN	✓	
MEDIA		11
Graphics and Translations	✓	
Publication of Newletter	✓	
Disseminate Information	✓	
HEALTH		10
Health Assessments	✓	
Health Awareness and Safety Programs	✓	
Accident Insurance	✓	

CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED

		PRE-SCHOOL*		SCHOOL AGE				TOTALS	
		Agriculture	Fishing	Agriculture		Fishing		Agriculture	Fishing
				ELEM.	SEC.	ELEM.	SEC.		
INTERSTATE MIGRANTS	Expected to Reside in the State	1,295		4,570	1,003	52	12	5,573	64
	Expected to be Served	1,295		4,113	903	47	11	5,016	58
INTRASTATE MIGRANTS	Expected to Reside in the State	813		3,550	779	39	9	4,329	48
	Expected to be Served	813		3,195	701	35	8	3,896	43
FORMERLY MIGRATORY CHILDREN	Expected to Reside in the State	705		6,723	1,476	280	62	8,199	342
	Expected to be Served	0		6,051	1,328	252	56	6,674	303
TOTALS	Expected to Reside in the State	2,813		14,843	3,258	371	83	18,101	454
	Expected to be Served	2,103		13,359	2,932	334	75	15,586	409

*Data on total of preschool children residing in the state is not available.

EXHIBIT D

SPI
STATE OF WASHINGTON
Superintendent of Public Instruction

SPECIAL SERVICES & PROFESSIONAL PROGRAMS
Office Of Private Education
Old Capitol Bldg., FG-11, Olympia, WA 98504

PRIVATE SCHOOL PARTICIPATION IN FEDERAL PROGRAMS
1987-88

ESD	CO	DIST	BLDG

	NONPROFIT
	PROFIT (Profit schools not eligible for federal programs.)

DATE DUE: Private School 1/20/87, Public School District 2/10/87

PRIVATE SCHOOL: Fill out and sign this form. Forward the original to the Federal Program Manager at the public school district office in which your school is located. Retain one copy for your files.

NON-PARTICIPATION: If your school DOES NOT choose to participate in federal programs, place an "X": ____________

PARTICIPATION: If your school DOES intend to participate in federal programs during 1987-88, place an "X" on the appropriate Federal Program line(s) below and complete the student information. Refer to the accompanying memorandum for additional information on each program.

1. Federal Programs

    ____ (a) ECIA Chapter 1 Regular
    ____ (b) ECIA Chapter 1 Migrant
    ____ (c) ECIA Chapter 2 Block Grant
    ____ (d) ESEA Title VII Bilingual Education
    ____ (e) Refugee Assistance
    ____ (f) PL 94-142 Handicapped
    ____ (g) PL 98-524 Vocational Education
    ____ (h) PL 98-151 Immigrant Assistance
    ____ (i) PL 98-377 Title II Math/Science

2. Student Enrollment Information - Required For Participation

    __________ (a) October 1, 1986 K-12 enrollment - Do not include preschool.

    __________ (b) Minority Enrollment

    __________ (c) Number of Low-Income Students - Students are determined to be low income if they are eligible to receive free or reduced meals/milk under the National School Lunch Act. A copy of the eligibility scale is enclosed.

    __________ (d) Number of Limited English/Non-English - Students for whom English is a second language may be determined to be in this category through testing or administrative judgment.

    __________ (e) Number of Immigrant Students - Students who were not born in the United States and who have been in attendance in schools for less than three complete academic years.

____
Authorized Signature/Title Phone

PUBLIC SCHOOL DISTRICT: Retain a copy of this form for your files. Send original, along with a copy of form SPI-1071, to Wanda Brace, Chapter 2 Coordinator, OSPI.

FORM SPI F-829 (Rev 8/86)

ECIA, CHAPTER 1, WASHINGTON STATE MIGRANT EDUCATION ADVISORY COMMITTEE

I. DUTIES OF THE CHAPTER 1, MIGRANT EDUCATION ADVISORY COMMITTEE

A. To assist the Superintendent of Public Instruction (SPI) in the development and operation of the ECIA, Chapter 1, Washington State Migrant Education Program, with emphasis in the following areas:

1. To assist the SPI in preparation of the ECIA, Chapter 1, Migrant Education State Plan.
2. To make recommendations to the SPI concerning administration of the ECIA, Chapter 1, Migrant Education State Plan.
3. To assist the SPI in developing criteria for approval of projects funded under the terms established by the ECIA, Chapter 1, Migrant Education State Plan.
4. To assist the SPI in reviewing projects for funding within the terms established by the ECIA, Chapter 1, Migrant Education State Plan.
5. To assist the SPI in evaluation of the ECIA, Chapter 1, Migrant Education State Plan.
6. To assist the SPI in disseminating information related to the State Chapter 1, Migrant Education Program.

B. To help establish and use clear communication channels between the SPI and organizations and target groups concerned with ECIA, Chapter 1, Migrant Education project activity.

C. To submit to the SPI appropriate reports upon completion of tasks assigned to the Committee by the SPI or mandated by the ECIA, Chapter 1, Migrant Education State Plan, including an annual report of committee activities, recommendations and evaluations to the SPI and to the U. S. Commissioner of Education.

II. OPERATING PROCEDURES OF THE ECIA, CHAPTER 1, MIGRANT EDUCATION ADVISORY COMMITTEE

A. Selection of Members and Term of Office

All members shall be officially appointed by the SPI for two-year terms of office, with subsequent reappointment possible for one successive two-year term. Initial appointments shall be divided between one- and two-year memberships. Potential parent members may be nominated by local Parent Advisory Committees, such nominees to be considered for appointment by the SPI along with others suggested by staff, the State Advisory Committee, or other sources. Nominees submitted from local migrant education parent advisory committees shall be selected at official meetings of record, with a list of such nominees to be forwarded by the State Chapter 1, Migrant Education Advisory Committee to the SPI through the State Migrant Education Program director (State Advisory Committee liaison person). Terms of office shall expire on June 30 of the second year following appointment. The term of office shall be specified in the letters of invitation sent by the SPI to Committee members. Each appointment shall be effective and each committee member shall begin serving upon the filing of his or her written acceptance with the SPI.

B. Committee Composition

ECIA, Chapter 1, Washington State Migrant Education Advisory Committee membership shall consist of not more than 16 and not less than 14 members. At least 51 percent of the Advisory Committee membership shall consist of parents of children who are enrolled in migrant education programs or who have been enrolled in such programs during a five-year period preceding a parent's appointment. Membership also shall represent various geographic areas and, in addition to parents of migrant children, at least the following interest groups: teachers; principals or migrant education managers; migrant program aides; school superintendents; and local school board directors.

State and/or county employment security, welfare or health agencies; interagency task forces or committees involved in migrant education, and other appropriate groups may be appointed as necessary as non-voting committee or ad hoc subcommittee members. All members representing organizations and agencies shall be active participants in migrant education programs or related activities. Individual members may not represent more than one of the above groups.

C. Voting

Each voting member shall be entitled to one vote and may cast that vote on each matter submitted to a vote on the ECIA, Chapter 1, Washington State Migrant Education Advisory Committee--except on motions recommending acceptance or rejection of specific project proposals submitted from a district by whom a member is employed or in which a member lives. Absentee ballots shall not be permitted.

D. Termination of Membership

Failure on the part of a Committee member to attend any three Committee meetings during a twelve-month period shall constitute resignation from the ECIA, Chapter 1, Washington State Migrant Education Advisory Committee. Membership also shall terminate if a member transfers actual residence from the State of Washington or moves from a migrant funded to a non-migrant funded district, ceases to be an employee and/or member of the agency or organization which he or she was selected to represent, or is considered by the SPI to be in violation of conflict of interest limitations as specified in Section P of these operating procedures.

E. Alternates

An Advisory Committee member may send an alternate to Advisory Committee meetings, provided formal notification has been provided by the Advisory Committee member to the executive secretary and/or SPI at least one week prior to the meeting date. An alternate shall have voting power.

No one person shall serve as an alternate for more than two regular meetings and an alternate must qualify as a representative of the interest group or agency represented by the Committee member being replaced.

F. Chairperson

The chairperson shall preside at all meetings of the Committee and will sign all letters, reports, and other communications of the Committee. In addition, he or she shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the Committee from time to time. The chairperson shall be selected for a one-year term by a majority vote of the Advisory Committee membership at the first regular Advisory Committee meeting of each fiscal year. The chairperson may be reelected for two successive terms.

G. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and he or she shall perform such other duties as from time to time may be assigned by the chairperson or by the Advisory Committee. The vice-chairperson shall be elected by Advisory Committee membership in the same manner and for the same term of office as the chairperson (See Section F).

H. Executive Secretary (SPI Staff Liaison Person)

The executive secretary shall be appointed by the State Superintendent of Public Instruction and shall cause to be kept the minutes of the meetings (both regular and special) of the Advisory Committee and shall promptly transmit to each of the members, to the SPI, and to such other interested persons, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the Committee's attendance and other records; keep a current register of the addresses and telephone numbers of the members of the Committee; and in general, perform all duties incident to the office of the executive secretary.

I. Meetings of the Advisory Committee

Regular Meetings

The Advisory Committee shall meet 5 to 7 times each year or at the call of the SPI.

Special Meetings
Special meetings may be called by the Superintendent of Public Instruction.

Place of Meetings
The Advisory Committee shall hold its regular meetings and its special meetings in a facility approved by the SPI.

Notice of Meetings
Regular meetings must be preceded by reasonable notice. Any change in the established date, time, or location must be given special notice. All special meetings shall be preceded by reasonable notice. Any required notice shall be in writing; shall state the hour, day and location of the meeting; and shall be delivered either personally or by mail to each member not less than seven days or more than three weeks before the date of such meetings.

J. Special Committees

Such special task forces and/or ad hoc committees may be called into existence for specific purposes and for designated time periods by the chairperson with the concurrence of the executive secretary and/or the State Superintendent. An executive committee, the composition and duties for which shall be recommended by the Advisory Committee and approved by the SPI, may be formed to facilitate operations of the Advisory Committee.

K. Quorum

The presence of a majority of the voting members shall be required in order to constitute a quorum necessary for the transaction of the business of the Advisory Committee.

L. Conduct of Meetings

All regular and special meetings of the Advisory Committee shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaption thereof.

M. Decisions of Advisory Committee

All decisions of the Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

N. Meetings Open to the Public

All meetings of the Committee shall be open and public and all persons shall be permitted to attend any meeting in compliance with and under the conditions provided for in RCW Ch. 42.30.

O. Committee Expenses

Members will be paid expenses for attendance at committee meetings and activities in behalf of SPI to the extent and for such purposes as allowed state employees by Rules and Regulations of the Office of Financial Management. Other expenditures required to conduct Committee business, such as meeting site rentals, shall be provided in accordance with fiscal authorization policies and procedures of the SPI.

P. Conflict of Interest

No person shall be eligible for appointment to the ECIA, Chapter 1, Migrant Education Advisory Committee, nor shall any member continue serving as a member of the Advisory Committee if that person:

(1) Is, or becomes, a party to any contract with the office of the Superintendent of Public Instruction which is concerned with, or relates to, the same subject area or program over which the Advisory Committee has jurisdiction; or

(2) Is, or becomes, an officer, director, trustee, partner or employee of any person (including partnerships, corporations, etc.) which is a party to any contract with the office of the Superintendent of Public Instruction which is concerned with, or relates to, the same subject area or program over which the Advisory Committee has jurisdiction.

Q. Limits of Authority

The Advisory Committee shall have no power to enter into contracts of any nature, or dispense public funds. In the absence of the Superintendent's written consent, no Committee member shall be required to provide any sum of money, property, or services other than the services described herein, to the Advisory Committee. The Advisory Committee shall have no powers beyond those expressly set forth herein.

Frank B. Brouillet

Frank B. Brouillet
State Superintendent
of Public Instruction

6/10/83
Date

I039QG.10

EXHIBIT F

MEMBERSHIP/REPRESENTATION
ON THE
WASHINGTON STATE MIGRANT EDUCATION ADVISORY COMMITTEE

	---- TERMS ---		---- REPRESENTATION ----	
Name	Appointed	Expires	Group	School District
AVELAR, KIM	3/15/86	6/30/88	LEA Community Aide	Walla Walla
CHAVIRA, ESIQUIA	1/9/87	6/30/89	Parent	Bridgeport
DOMINGOS, LES	9/18/84	6/30/88	Principal	Pasco
GARZA, TINA	10/07/85	6/30/87	Parent	Othello
HERNANDEZ, EDWARDO	4/12/85	6/30/87	Parent	Mabton
HUGHES, DONALD	12/4/86	6/30/88	School Administrator	Sunnyside
JOHNSON, DALE, DR.	8/1/85	6/30/87	Board Member	College Place
OCHOA, LOUIS	10/7/85	6/30/87	Latin-American Commission Representative	
PERALTA, CLOTILDE	3/15/86	6/30/88	Parent	Pasco
PEREZ, ARMANDO	2/26/87	6/30/89	Parent	Mount Vernon
REICHENBERGER, MIKE	3/15/86	6/30/88	Parent	Ocosta
SANDOVAL, ESIQUIO	4/12/85	6/30/87	Parent	Yakima
SEGURA, JUANITA	10/8/86	6/30/88	Teacher	Moxee
WILLIAMS, ROY E., DR.	10/7/85	6/30/87	Superintendent	Toppenish

VACANCIES:

2 Parent Positions

EXHIBIT G

Joint Agreement by

Dr. Frank B. Brouillet,
State Superintendent of Public Instruction

and

Jule M. Sugarman, Secretary
Department of Social and Health Services

December 2, 1986

The future of the state of Washington is directly related to the manner in which we nurture and develop our children. The prime responsibility for these activities rests with the parents of the children; however, the state provides major resources through its educational, health and social service programs.

Experience has taught us that those systems need to be related to one another. A hungry or ill child learns poorly. A familiy receiving public assistance may need extra educational assistance if its children are to escape from poverty. The continuum of services required by the mentally ill, the developmentally disabled, the handicapped and other special groups requires the closest of relationships among the public systems. Equally important, the state public systems must work closely with local public and private schools, city and county governments and those voluntary, community and business organizations which also serve children and families.

The Superintendent of Public Instruction and the Secretary of Social and Health Services hereby pledge to develop and support joint initiatives which have the promise of providing more effective, efficient services to reach a broader range of families and children. In support of this pledge, we have taken the following actions:

1. A Joint Staff Group is being formed. Its co-chairs will be Audrey Fetters, Assistant Secretary for Children, Youth and Families from the Department of Social and Health Services and Cheryl Chow, Assistant Superintendent, Division of Instructional Programs and Services, from the Office of Superintendent of Public Instruction.

2. The Joint Staff Group will, as a first step, prepare a comprehensive, fiscally responsible plan for improving child care services in the state. The Group will focus on issues such as preschool and after-school daycare, information and assistance systems, and the involvement of parents and the business community.

3. The Joint Staff Group will also review the state's drug, alcohol and other health programs to see how they might be enhanced.

4. The Joint Staff Group will also facilitate the review of shared children who are at risk and/or developmentally disabled relative to their special need for health care, case management, information exchange and their need for optional educational programs.

5. Through the Joint Staff Group, the agencies will invite a limited number of local school boards and county and city governments to participate in the development of models for joint state- and local planning, and the delivery of children and family services, especially child welfare services.

The Joint Staff Group will prepare a report to the Superintendent and Secretary on current and proposed activities by June 30, 1987.

EXHIBIT H

The following eight items are referenced during the migrant application review process:

1. **The MSRTS FTE Reports:**
   These are referenced to determine the number of settled out migrant students enrolled as compared to the number who are currently active. This is done in order to ensure that currently migratory students are given first priority. Two years of data are analyzed.

2. **End-of-Year Report:**
   This report allows the reviewer to examine the number of students served in each service area during the previous year. e.g. reading, math, health, etc. The number of students actually served are compared with the number projected in the application. Deviations are discussed with affected school districts. The school district affected may experience an increase/decrease based on the analysis of the data.

3. **Skills Information Systems Reports and Supplementary Services Report:**
   School Districts are required to report the number of skills each child has mastered and the various supplementary programs in which the migrant child has been served. These reports serve to assist the reviewer in determining whether the amount of staff requested is appropriate.

4. **"Students Served in Supplemental Programs" - part of the required End-of-Year Report:**
   This report must be consistent with other end-of-year data. The data in this report is reviewed to assure that programs planned the previous year were implemented in reality. If results are different, the reviewer reviews application revisions to ensure that data is reflected in such revisions and to ensure that the data shows that a successful program was planned and delivered. It must also show that any additions/deletions proposed are explained and supported through a comprehensive needs assessment process.

5. **Monitoring Report (if applicable):**
   The reviewer examines the results of the monitoring conducted, if applicable, to determine whether the district has incorporated in the proposed application the necessary changes as a result of the monitoring.

6. **Review of expenditure claims:**
   This data is reviewed to determine the rate use of funds by each school district. If it is determined that a district has underspent by a significant percentage, the reviewer uses this information to determine whether the district's current request exceeds the need reflected in the budget.

7. **State Plan:**
   The reviewer examines the application to ensure that the scope of services is within state plan priorities and to ensure that overall statewide services are in line with those established in the state plan.

8. **Migrant Student Records Transfer System and Migrant Education Regional Office Staff:**
Use of information gathered from the Migrant Student Record Transfer System and Migrant Education Regional Office staff provides the reviewer additional insight regarding the needs of districts, e.g. staff, curriculum, and parents' needs. Support staff in these offices serve as eyes and ears to the OSPI Migrant Education Program office, especially since they serve as advocates for the migrant children and their parents. Their observations are submitted to OSPI via technical assistance and/or inservice reports.

RdlR:sz
9/86

EXHIBIT I

CHAPTER 1 MIGRANT EDUCATION PROGRAM MONITORING PROCESS

Selection:

The first school districts selected are those which are new to the Chapter 1 Migrant Education Program or have incorporated a new scope to their program: for example, a night school may have been added; a new project director hired; a change in key staff, i.e. teachers, records clerk, or home visitor. A significant change in the student population also merits a review--this may be the settling-out of students or the arrival of a large number of currently migratory students, etc. All others are scheduled on a rotating basis to ensure that each is reviewed at least once every three years.

Scheduling:

Once schools are identified and targeted for review, arrangements are made with the project director, e.g., selection of date and time; and a request that a parent(s) be made available for interview. The Migrant Education Regional Offices at ESD 105 and ESD 189, and the Migrant Student Record Transfer System (MSRTS) staff are made aware of the monitoring schedule so they can be included in the review as a technical support team. A letter is sent, at least two weeks in advance, to the superintendent of each targeted school once the arrangements have been made with the federal project director.

Preparation:

Prior to the visitation, the monitor reviews pertinent data available in the state office on each project. A great deal of time is spent in reviewing the district's Chapter 1 Migrant Education application to ensure that the reviewer has a complete understanding of the scope of the project to be monitored. MSRTS data is reviewed, including student enrollments and withdrawals, and the Skills Information System (SIS) logs, and pertinent documents which provide the reviewer with information regarding inservice. All correspondence on file, including previous monitoring documents and compliance responses concerning the project are also examined. The reviewer evaluates either the current use of the Portable Assisted Sequence Study (PASS) program or possibility of recommending it as an option for the district to be monitored. Co-funding of personnel who are given multiple program responsibilities is also of major interest. Finally, the reviewer attempts to identify areas in which s/he may concentrate the review, e.g., in the case of a school district with multiple program delivery sites within one district, an in-depth review will be focused on a site not visited during the previous monitoring.

On-site Procedures:

The reviewer is required to conduct an entrance interview with the superintendent and/or his designee. During the entrance interview, district staff and monitors agree upon a complete itinerary for the day. A review of the preselected areas the monitor plans to review are discussed. Schedules are designed to ensure that staff to be interviewed will be available and, while every attempt is made to minimize disruption, priority areas to be reviewed are not compromised. Attempts are made to allow district staff an opportunity to display program activities and discuss concerns.

Staff from the MSRTS and Migrant Educational Regional Office staff join the reviewer. This staff assumes no authority in the monitoring process, but is present only to provide immediate technical support to the staff. If this is not possible at the time, schedules are arranged for follow-up. All concerned will decide when the exit review will be conducted, with whom, and where. The superintendent is always encouraged to attend, but s/he has the option to participate in the exit review or defer it to the project director or other designee. The superintendent and project director are also urged to join the reviewer during the day's activities. Finally, the superintendent determines whether the principals and other district staff are to interact with the monitor.

The monitor reviews all items contained in the review checklist which are applicable to that district, taking into consideration the particular services offered.

Identification and Recruitment:

The first review item is the identification and recruitment component. The reviewer seeks to establish that active identification and recruitment are being conducted: a) in agreement with training provided; b) in adherence with state plan objectives; c) according to the job description of recruiter; d) in compliance with signed assurances; e) to ensure that all students in the district suspected of being migrant and areas where migrant families reside, are visited to ensure that the students are attending school.

Certificates of Eligibility (COEs):

A review of certificates of eligibility (COEs) is made to determine that these are being completed correctly. Completeness of the forms to determine accuracy is uppermost in the reviewer's agenda. The reviewer checks the documentation of eligibility to make sure that sensible and reasonable determinations are being made; revised COEs are examined, and parent(s)' initials verified. Records of moves which qualify students for Chapter 1 Migrant services are verified against the agricultural activity of the area, and dates entered on all records are checked against each other for accuracy. The distribution of the COE is also reviewed to ensure that a copy has been sent to the MSRTS office, a copy to the parent, and the original has been filed in a centralized area. Obtaining the parent's signature during an annual personal interview is critical, as well as ensuring that all children from birth to age 21 are listed on the COE. Eligibility of all children is reviewed to ensure that none of the children served was born after the last qualifying move.

The home visitor's schedule is discussed and his/her daily log reviewed to ascertain whether the full-time equivalent (FTE) assigned him/her is being used appropriately. The quality of work, the priority established by the state for active identification and recruitment, and the carrying out of parental liaison activities are thoroughly discussed. The home visitor's knowledge and dissemination of the student accident insurance form and information are reviewed for correctness and accurate processing. The flexible use of the home visitor's time is reviewed to ensure that all migrant parents being visited and that all district areas are being canvassed. Social and/or support services, such as transportation provided to parents and children, are reviewed to ensure that they are provided in a manner supplementary to other services available through the school district and/or other agencies. The monitor seeks to verify that there exists an appropriate relationship between the services provided and the support of educational needs of the student.

Migrant Student Record Transfer System (MSRTS):

The second area of review is the Migrant Student Record Transfer System (MSRTS). The reviewer selects a sample number of COEs during that review. Staff is asked to produce corresponding MSRTS records. The sample selection is based on either the size of the migrant student population, on complications which have been noted, or on time available to commit to the project. Documents are reviewed to ensure that all identified students between the ages of 5 and 17, enrolled in school or not, are properly enrolled on the MSRTS; that identified 4-year-olds who reach the age of 5 during the school year are enrolled on their fifth birthday; and that all students in the MSRTS have a correctly documented COE on file.

Further, the reviewer crosschecks the information on the MSRTS record with that on the COE to verify: the birthdates of children; the spelling of students' names; the last qualifying move; parent information (current parent(s), legal parent(s), and guardian(s). Dates of movement to and from an area are reviewed to see if they are consistent with each other, and that the information transmitted to the computer data bank is verifiable at the local level. The MSRTS form is also checked to determine if it was transmitted to the Sunnyside office in a timely manner.

The reviewer checks the MSRTS document system to ensure that all health information and supportive data, such as supplemental programs, testing data, and skills information is being submitted. All skills mastered for secondary accrual information, for example, must be submitted at the time a student withdraws, or at the end of every term. The reviewer examines the entire process utilized by staff in maintaining and updating MSRTS data for currently and recently settled out migrant students. If that process is not in place, improvements are suggested or training is recommended to correct areas of weakness. The reviewer makes sure that the MSRTS clerk is working within the approved FTE, state plan priorities, and the job description on file.

The reviewer then assures that copies of the record returned from the MSRTS after entry are reviewed by someone in the local district to verify the accuracy of the information. The dissemination pattern of returned forms is also reviewed to assure proper flow of data; awareness levels of regular teachers, counselors, nurses, and project directors as regards MSRTS student data is assessed. A determination is then made concerning the possible need for inservice on the use of the MSRTS data in curriculum, health, and other educational areas.

Instructional Component:

During review of the instructional component, the reviewer interacts with the teacher(s) and/or aide(s) to consider the following: a) selection and/or referral of students to the Chapter 1 Migrant Education program; b) manner in which the determination was made on the instructional program to be provided to the children; c) documentation of the services provided on each student; and d) the manner by which student progress is reported to the parents and other school district personnel. The reviewer pays close attention to the selection and referral process to see if it is based on the academic need, and that it is supplemental to the program of instruction provided in the regular classroom. A determination is made to ensure that the instruction is individualized to meet the student's needs and that it is designed based on specific student objectives. The plan of instruction must demonstrate a correlation to the regular classroom.

On checking how student progress is maintained and managed, the reviewer attempts to determine who establishes student goals and objectives; student plans must be developed by certificated staff. The student plan should include prescription, diagnosis, evaluation, and recording of student progress. Referral forms or other established process showing evidence of the student selection process is reviewed to ensure all migrant students or children suspected of being migrant are also referred to other programs, such as Chapter 1 Regular. If the process is weak, the reviewer recommends other selection processes that have worked in other districts of the state.

The reviewer ensures him/herself that the academic diagnosis is based on actual needs of the student and made objectively by the regular teacher or counselor. If the system appears to be weak, the reviewer attempts to show that a supplementary program should be established for the child. A random selection of children's records is examined to make sure that students are spending at least 75% of the day in a basic education program. Goals, objectives and prescription of individual's education plan should be related to the diagnosis of the child and should include available MSRTS data. The reviewer ensures that the student's basic education is not being supplanted under the Chapter 1 Migrant Education Program. Lesson plan books or other management systems are reviewed to see if documentation shows different student groupings based on student ability. Student progress is reviewed to ensure that the pace of the individual student is respected rather than accommodated to the pace of a group.

Program improvements are discussed. The reviewer recommends that the use of the SIS log sheet for tracking and/or prescribing oral language development and early childhood programs. In checking student progress, the reviewer examines objectives for consistency of evaluation, particularly to ensure that the progress is being made towards realistic goals in both regular and Chapter 1 Migrant supplementary resource rooms. Merely attaining grade level is not satisfactory; progress must be based on students' individual needs and their educational plan as prescribed. Records are carefully scrutinized to guard against an overdependence on having the Chapter 1 Migrant Education Program provide the overall educational setting.

Provision of instruction in Spanish is assessed to ensure that the student actually needs such assistance and that special instruction in Spanish was not requested indiscriminately. Language development is reviewed to determine extent and application in the classroom and to make sure that the oral language development is offered in the language the child needs. Federal project directors must guard against "dumping" of migrant students into supplementary programs. Of particular concern is the need to determine whether a class is simply being used as a study hall. Overall goals are examined for flexibility and specificity. Lack of documentation substantiating the need for Chapter 1 Migrant Program services is viewed as an attempt to determine if students are being denied the education provided by a regular classroom.

Co-funding:

In reviewing schedules of all students, the supplementary nature of the project, especially if the child is being served by several programs and appears on multiple lists, is checked in detail. The reviewer looks at the categorical management data system, the MSRTS, or on other lists the school district provides. He/she examines how students are grouped and the movement of individuals to make sure that if there is grouping going on, the groups are sufficiently flexible to allow different children to move from one level to another based on their academic needs. Co-funded or blended programs are checked to determine that migrant students enrolled are getting their "fair" share from other fund sources.

Student Sampling:

The reviewer follows specific students identified from the point at which the first forms are examined, to the COE, to the MSRTS data, and finally, to the classroom roster to determine the specific program each student is provided. The teacher assignments, training, and preparatory time are reviewed to ensure that teachers are specifically prepared to attend to the special needs of migrant children.

Teacher Training:

It is important to determine the extent of training received from the Migrant Education Regional Offices, the materials available for instruction, and the books they are using to ensure that these are appropriately geared for meeting the needs of the migrant children and the subjects taught. The reviewer may recommend other districts or resource people to be contacted for assistance in areas that need strengthening.

Chapter 1 School District Management Plan:

The Chapter 1 Migrant Education Program management plan serves as a good guide for monitoring overall management. The reviewer looks at many areas to determine if any services are supplanting regular classroom effort. The management plan is organized in a notebook form or in a file, coordinated with other programs. The reviewer looks for specific migrant management responsibilities he/she would expect the federal project director to address as part of his/her duties. The reviewer looks for the proper implementation of the program; it is expected that the federal project director be knowledgeable about program regulations, OSPI guidelines, federal and state policies, application assurances to ensure that they are adequately and appropriately implemented, staff inservice program, filing of job descriptions for the various Chapter 1 Migrant Education Program funded positions and the application process--its development within the school district.

The application process should reveal that a) a needs assessment was conducted and that all aspects of the migrant program have been addressed where the need is evident, making sure MSRTS data is utilized, and that input from current migrants has been sought; b) and needs have been prioritized in consultation with parents and teachers; c) that information used is available to keep everyone on track. The application should address the manner in which staff assignments, student referrals, budget process, fiscal accounting, program activities, and parent advisory committee activities will be carried out during the next year.

Fiscal Procedures:

The reviewer meets with fiscal personnel to check on procedures implemented with respect to the purchasing of materials and services, especially to ensure that appropriate materials and services are being provided. Verification is made that approval of the project director responsible for the program was obtained prior to commitment for ordering or purchase of materials. Possible supplanting of materials, etc. is carefully checked. The reviewer examines payroll processes to make sure that correct processes are in place to account for all Chapter 1 Migrant Education paid staff. An audit of the school district Chapter 1 Migrant Education budget is not conducted. Monitoring is an in-house review which allows the reviewer to ensure that processes are established to account for program activities correctly.

Reporting Activities:

Reports that are past due are scrutinized, and the reviewer determines who is responsible for their preparation. The reviewer also attempts to impress the federal project director with the need for accuracy and timeliness on end-of-year reports; quarterly reports on the number of students served in supplementary programs; Categorical Management System (CATMAN) software submitted for state office review; and management information system data for the MSRTS.

Staffing:

The monitor reviews all part-time staff hired and those cofunded with other programs; the reviewer attempts to make sure that secondary credit exchange and spring influx programs are all part of the formula and are considered the appropriately proportionate to basic education. (How Chapter 1 Migrant's share was determined and how it is controlled.)

Time and effort documentation for partially funded staff is reviewed to ensure that Chapter 1 time is strictly program oriented and supplemental to other programs. For example, if a nurse is partially funded by Chapter 1 Migrant Education Program and another fund source, the reviewer attempts to uncover whether the services the nurse provides to any child out of basic education funds is also being provided to the migrant child; she/he assures that the migrant proportion of his/her time is dedicated to meeting the unique needs of the child, such as health pysicals provided exclusively to migrant children. The process for providing health physicals is examined; it is necessary to ensure that all students are being provided physicals once every three years, unless documented evidence dictates that the students be seen more frequently. Selection of students needing priority service is a local determination.

Inventory:

The reviewer examines all the inventory that has been purchased by Chapter 1 Migrant Education Program to determine the use and control of equipment. All equipment is examined to ensure that it is appropriately labeled.

Parental Activities/Parent Advisory Councils:

Parental involvement/PAC activities comprise the eighth area reviewed. The reviewer examines documents which address the awareness of and involvement in program by migrant parents. The parent(s) invited to interact with the monitor during the review is/are able to substantiate the district account of the extent and degree of involvement. A comprehensive interview of parents is conducted during the monitoring. During the interview, the monitor querries the parents about what's happening with their child in school? How knowledgeable are they about what the school is doing on behalf of their child? How is the district involving the parents in its school activities? How do they feel about the district's plan to involve parents? How do they feel about their involvement in regular program activity, such as the PTA? How much are they involved in the application process? How do they feel about decisions that have already been made? How were they selected as spokespersons? How involved are they in the needs assessment process? Were the parents involved in planning or selecting areas of priority and do they represent all of the children in the spring influx, summer, and regular programs? How comfortable are they about being in the school, or being visited by program staff, or interacting with the school district staff? How do they feel about the openness and willingness of the official in having this visit and inquiring about their children's education?

The reviewer examines agendas, schedules, meeting places to ensure these are discussed with parents and that parents are given responsibility in the planning of those activities. He/she examines the extent to which parent training and services have been provided by Migrant Education Regional Offices. In the case where a parent is not available to be interviewed during the monitoring, the school district is notified that a parent interview will be conducted at a later date before the monitoring process can be considered completed.

With adoption of the 1985 federal rules and regulations, Parent Advisory Committees (PACs) are now mandated. Until FY 85 this was not a requirement. PAC activity is reviewed to ensure that members' names and addresses are secured and the process for selecting them is appropriate. Official bylaws are requested and reviewed for completeness; meeting announcements, agendas, and minutes are reviewed. Consistency is expected between what the reviewer observes and the parent plan as described in the application. Information disseminated, including bylaws, is reviewed to assure administrative decisions and pertinent data are shared with parents in a timely and appropriate manner.

The reviewer expects the parents to have a limited understanding of budget implications and process.

Federal Program Management Responsibilities:

Federal project directors have the responsibility to ensure that project priorities are given attention. Staff communication--project and regular teaching staff--is critical to the success of the program. If the reviewer observes weaknesses in this area, the manager is alerted to this. The manager is expected to follow through on addressing policy issues and the need for program improvement noted in previous monitorings. S/he is expected to produce documented evidence that the areas have been corrected. The project director is responsible to make sure that the management plan is accurate and fully implemented in the district, and that it is consistent with state guidelines. He is responsible for being aware and in control of the budget.

Settled out students who are served after the third year must have their unique needs specially assessed and documented. The project director is the one who is responsible for having information on file to ensure that the night school and spring influx students are being served in accordance with written entrance criteria and within program requirements. S/he must ensure that the services to children are supplemental to special education, remediation assistance program (RAP), bilingual, and Chapter 1 Regular services, and that migrant children are given access to these programs. The district plan for handling limited English proficient (LEP) type students is examined to ensure that there is a plan to provide basic services to these students first with state funds, then to supplement those services with Chapter 1 Migrant Education funds.

Replacement Model:

If a replacement model is designed, the reviewer examines it to see that it is implemented and funded as described in the application and within accepted program parameters. Calculations are examined for accuracy to make sure that Chapter 1 Migrant Education funded FTEs are not exceeded, and that class size is consistent with the approved application. Specific entrance and exit criteria for the students served in the Chapter 1 Migrant replacement model are examined for compliance to make sure that no comparable program is available in the school district to avert possible supplanting. The number of migrant children is examined to ensure that the proper funding and student proportions are in place, especially to discourage the involvement of non-migrants.

Credit is expected to be offered under the replacement model and the reviewer examines the course descriptions for secondary programs to ensure credible class offerings.

007 Model:

If the school district is implementing a 007 model, one that does not meet any other criteria, the reviewer checks to make sure that the written rationale as approved in the application is consistent with what is implemented in the school district.

Portable Assisted Sequential Study (PASS):

The Portable Assisted Sequential Study (PASS) is a correspondence course offered to secondary migrant students who are deficient in credit. The reviewer examines the basis for referral of students to PASS to see if they are being done within state guidelines and appropriate to the students' needs. Assurance is sought and elements examined to determine that the school district is not using the PASS curriculum as part of regular course offerings; student schedules are reviewed to see if they are working independently on PASS program activities outside of the classroom setting. Students' needs are reviewed to ensure they are being met in the PASS. PASS satisfies credit deficiencies; it is not a remedial program.

Secondary Credit Exchange:

The secondary credit exchange program is reviewed to examine entrance criteria established and adhered to; that only migrants are served; that an academic need has been established for the program; and classes offered are providing basic education credits for the student. Of critical importance is the need to ensure that classes offered are tailored to meet the home-based school requirements; staff qualifications are emphasized for appropriateness; number of staff hired is appropriate for the number of students enrolled; curriculum is appropriate for the class and credit offered; MSRTS data is being utilized to develop schedules and place students in programs; and the MSRTS is used to document such need and the process is in place to record data on the student's MSRTS record as quickly as possible upon completion of classes. The use of basic education funds that these children generate to offset some of the cost of the program is discussed to ensure that these funds are made available to provide the base program costs which Chapter 1 Migrant may supplement.

Summer School:

The review of summer school programs requires that the reviewer examine entrance criteria established to ensure that currently migratory children are given priority for services; the program emphasizes academic learning and sustaining of gains made during the regular year, the hours of operation are appropriate and within the application parameters; the qualification of the teachers is appropriate; support services offered help the children with their special education needs and are not general to the community; the sustained effects show that students are being successful when they return to their regular schools in the fall; the curriculum is based on academic needs and materials are available to support the program of instruction.

Spring Influx:

The spring influx program is monitored specifically to ensure that the program is structured to receive the large influx of migrant students. The following is examined: entrance criteria; space; adequate staffing and qualifications; availability of furniture and materials provided; and the budget, ensuring that it is supplementary to the basic education program to be made available through basic education funds generated by the influx of these migrant children into the district in the spring. The reviewer also inquires about other resources to influx children.

Monitoring Review Checklist/Exit Interview:

After the monitoring is accomplished, the reviewer completes a written four-carbon-copy checklist (see Exhibit #3), and notes any additional comments deemed appropriate. Every item/concern which is questionable or unsatisfactory is included in the report. The reviewer emphasizes the strengths and commendations of the project. Weaknesses and recommendations also become part of the report.

During the exit interview, the reviewer covers each part with the superintendent or his designee. The forms are thoroughly reviewed and exceptions noted. The monitor requests that a written plan to remediate all exceptions be addressed within 30 days. A complete copy of the report is provided to the school official; one copy is sent to the MSRTS office, and another copy is sent to the appropriate Migrant Education Regional Office. This ensures that these offices are officially notified of the areas which they must assist the school in addressing.

When a written compliance plan is submitted to OSPI, the monitor reviews it for completeness and appropriateness. If the response is viewed as incomplete, the reviewer requests additional information from the school district. Once the plan is accepted, the Chapter 1 Migrant Education Program Office accepts that the implementation of the plan will be carried out as indicated. It is not feasible nor practical to revisit each project; neither limited staff time nor funds permit such luxury.

School District ______________________________ Response Due ______________

Project Director ______________________________ Date of Review ______________

ESD __________ Reviewer ____

1 = Meets Requirements
2 = Needs Improvement
3 = Exception
4 = Not Applicable
5 = Not Observed

CHAPTER 1, MIGRANT EDUCATION PROGRAM REVIEW CHECKLIST

I. DISTRICT LEVEL ADMINISTRATION

A. Management Plan:

The management plan is a narrative which includes location of documentation, persons responsible, and process of implementation incorporating the following thirteen activities.

1 2 3 4 5 1. Job descriptions are available for all employees of the program.

1 2 3 4 5 2. Needs of migrant child to be served are described by the LEA and address the priority needs of status 1 and 2 (and 4 and 5) children, including out-of-school migrant students.

1 2 3 4 5 3. Ongoing and continuous assessment is occurring for evaluation of the program.

1 2 3 4 5 4. Coordination between regular and migrant teachers is an integral part of the program.

1 2 3 4 5 5. The staff selection meets the linguistic needs of the migrant children.

1 2 3 4 5 6. The project is concentrated on a sufficiently limited number of services and a sufficient number of children to show reasonable promise of meeting the educational objectives of the project.

1 2 3 4 5 7. The migrant project design is supplemental to the basic educational and support programs and services available to all students.

1 2 3 4 5 8. The LEA provides migratory children with access to state and locally funded educational services available to all children.

1 2 3 4 5 9. Parents have been informed of their child's participation in an instructional project in the Chapter 1, Migrant Educational Program.

1 2 3 4 5 10. Documentation is available to ensure FTE as approved in application is implemented. ___ Management, ___ Teacher, ___ Aide, ___ Home liaison, ___ Records clerk, ___ Nurse, ___ Other __________________________.

1 2 3 4 5 11. Inventory lists acquisition cost, date of purchase, vendor, location, and condition of property.

1 2 3 4 5 12. Equipment is properly identified and used appropriately by the Migrant Education Program.

School District ______________________

Building ______________________

Date ______________________

1 2 3 4 5 13. Current program assurances are available and are implemented

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B. Parent Advisory Council Involvement:

Documentation is available for review on following items:

1 2 3 4 5 14. Parent Advisory Council (PAC) members have advisory responsibilities in the needs assessment and planning of the Chapter 1, Migrant project in the district.

1 2 3 4 5 15. PAC members have advisory responsibilities in implementation of the project.

1 2 3 4 5 16. PAC members have advisory responsibilities in evaluating the project.

1 2 3 4 5 17. Names and addresses of PAC members are current.

1 2 3 4 5 18. PAC bylaws have been formulated, provided to the Parent Advisory Council, have been made available to members, and are on file.

1 2 3 4 5 19. PAC membership is legally constituted, according to OSPI and Federal Register guidelines for migrant education.

1 2 3 4 5 20. Rosters, agendas and minutes of PAC meetings are on file.

1 2 3 4 5 21. PAC members have received training on the role of PAC committee membership.

1 2 3 4 5 22. Copies of LEA Chapter 1, Migrant Education project state regulations and guidelines have been provided to the PAC members, and are available upon request to all migrant parents of the district, in accordance with federal guidelines.

1 2 3 4 5 23. Auditing, evaluation and monitoring reports, and LEA responses to some are provided to the PAC without charge.

1 2 3 4 5 24. Interview of parent(s) indicates appropriate knowledge of the programs.

1 2 3 4 5 25. Parents receive reports of their child's progress in the Chapter 1, Migrant Education Project.

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C. Fiscal:

1 2 3 4 5 26. Budget expenditures are within activities approved by OSPI.

1 2 3 4 5 27. Expenditures and encumbrances are properly identified by code and line item.

School District ______________________

Building ______________________

Date ______________________

1 2 3 4 5 28. Uniform authorization procedures are evident.

1 2 3 4 5 29. Basic education Supplementary funding by Chapter 1, Migrant Education Program formula is applied correctly for SCE and Spring Influx programs.

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D. Inservice Training:

1 2 3 4 5 30. List of staff who have received inservice training is available.

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E. Health:

Documentation is available to show:

1 2 3 4 5 31. Priorities for, and access to, physical examinations are adhered to as stipulated by Chapter 1, Migrant directives.

1 2 3 4 5 32. Follow-up of health problems, as indentified by MSRTS records is done appropriately for each case addressed.

1 2 3 4 5 33. Required paperwork (children selected, family history, MSRTS information) is completed and shared with clinics prior to scheduling examinations.

1 2 3 4 5 34. PPDs are read by LEA staff following physicals during which TB tests was administered by clinic staff, and appropriate forms are completed and sent to clinics within four days of physical examination.

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F. Identification and Recruitment (I&R):

1 2 3 4 5 35. COEs are accurately completed and on file for all eligible children (including out-of-schoolers), and eligibility can be verified.

1 2 3 4 5 36. Home liaison work schedule is flexible enough to allow active identification and recruitment of students in all areas of the district during a time when parents are able to be reached at home.

1 2 3 4 5 37. Documentation is available to show that home liaison activities are occurring to meet needs of Chapter 1, Migrant Education Programs and parents.

School District ______________________

Building ______________________

Date ______________________

1 2 3 4 5 38. Revalidations are done correctly--365 days from initial LQM and yearly thereafter; completed COEs are used for revalidation when appropriate.

1 2 3 4 5 39. Home liaison activities are prioritized according to state/federal requirements, e.g., I&R, COEs etc.

1 2 3 4 5 40. List of migrant secondary dropout students is on file at LEA and available to migrant program personnel upon request.

1 2 3 4 5 41. Home liaison receives inservice available from MSRTS staff.

1 2 3 4 5 42. Documentation is available to show that Accident Insurance Program is explained to the parents by LEA staff.

G. MSRTS:

1 2 3 4 5 43. Students are enrolled into the MSRTS within ten days of being identified.

1 2 3 4 5 44. Skills information is reported for students on a regular basis and upon withdawal from school as required by MSRTS.

1 2 3 4 5 45. MSRTS secondary credit accrual information is reported for students at the end of each term (semester/trimester) and/or at time of withdrawal.

1 2 3 4 5 46. MSRTS educational and supportive data is reported on a regular basis as required by OSPI.

1 2 3 4 5 47. MSRTS health data is reported as services are provided or health problems identified.

1 2 3 4 5 48. Educational and health data received from MSRTS is disseminated to all appropriate users.

1 2 3 4 5 49. MIS data is entered and is current.

1 2 3 4 5 50. MSRTS enrollment and COE data are consistent.

1 2 3 4 5 51. Accident insurance claim forms are completed correctly and sent to the MSRTS office on a timely basis.

1 2 3 4 5 52. MSRTS clerks received inservice from MSRTS staff.

1 2 3 4 5 53. A system is in place to ensure enrollment into the MSRTS of all 5-17 year-old children identified on the COE, including out-of-schoolers.

1 2 3 4 5 54. Data gathered for end-of-year reporting, MIS, and students served in instructional supplemental programs is reviewed by director and verified for accuracy.

School District ______________________________

Building ______________________________ Date of Review ____________

1 = Meets Requirements
2 = Needs Improvement
3 = Exception
4 = Not Applicable
5 = Not Observed

II. BUILDING LEVEL

A. Needs Assessment:

1 2 3 4 5 1. Participants are chosen according to regulations.

1 2 3 4 5 2. Selection procedure results in service to students with greatest need, not just for remediation.

1 2 3 4 5 3. Documentation of the needs assessment addresses special needs of the migrant child and is used to plan specific programs (includes needs of dropouts).

1 2 3 4 5 4. Needs assessment based on data district receives (MSRTS, skills mastered, skills under study, special program participation, proposed secondary classes, courses begun in other districts, etc.) is used as a resource in planning the program for eligible students.

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B. Instructional: ICRD information:

1 2 3 4 5 5. Program focus is the same as listed on the ICRD.

1 2 3 4 5 6. Instructional models are implemented according to project application.

1 2 3 4 5 7. Grades served are the same as listed on the ICRD.

1 2 3 4 5 8. Number of participants are within estimated numbers of the ICRD.

1 2 3 4 5 9. Number and classifications of staff are consistent with application.

1 2 3 4 5 10. All replacement models (RPLs) are supported by documentation that no comparable basic education courses are available to meet student needs.

1 2 3 4 5 11. RPL formula is calculated and applied correctly.

1 2 3 4 5 12. Model 007 is as described in application.

1 2 3 4 5 13. AOM is consistent with application.

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School District ______________________

Building ______________________

Date ______________________

C. Instructional Program:

1 2 3 4 5 14. Students receiving priority instructional services from Chapter 1, Migrant are all current migrants or those who have been settled out less than two years, before serving other settled out students.

1 2 3 4 5 15. Students receiving instructional services from Chapter 1, Migrant who are settled out more than two years have special needs documented.

1 2 3 4 5 16. Migrant funded personnel serve only migrant students in accordance with migrant funded portion of FTE.

1 2 3 4 5 17. A written referral system is used to enroll students into the migrant program based upon migracy needs as a priority.

1 2 3 4 5 18. Uniform assessment process for placement of migrant students is evident.

1 2 3 4 5 19. A process is in place to ensure LEA is serving priority status 1 and 2 (and 4 and 5) students as is appropriate.

1 2 3 4 5 20. Individual student objectives are designed to meet the specific needs of each child.

1 2 3 4 5 21. Documentation of student progress toward meeting individual goals is evident.

1 2 3 4 5 22. The migrant instructional program is supplementary to the basic education program available to all students.

1 2 3 4 5 23. Student instruction received through supplementary programs does not exceed two hours (or 25%) of the student's day (or class period at secondary).

1 2 3 4 5 24. Access to other supplementary and special programs is ensured for all migrant students.

1 2 3 4 5 25. Non-certificated instructional staff is supervised by a certificated staff member. (The certificated staff diagnoses and prescribes objectives, and is responsible for progress assessment of student.)

1 2 3 4 5 26. Eligibility and entry criteria for PASS are being adhered to as stipulated by Chapter 1, Migrant directives.

1 2 3 4 5 27. Instructional staff provide appropriate input to MSRTS/SIS system.

1 2 3 4 5 28. Instructional staff review and update CAPR/CAPM building material inventories yearly, as needed.

1 2 3 4 5 29. Chapter 1, Migrant instructional staff perform only those non-instructional duties that are similar in time and assignment to other building staff.

1 2 3 4 5 30. Chapter 1, Migrant instructional staff non-instructional duties do not exceed 10% of the total time funded by Chapter 1, Migrant.

104240.00

EXHIBIT K

ADDITIONAL BUDGET INFORMATION

Personnel being paid with Migrant Education Program Funds at the State Level:

		-- Salary --		-- Fringe Benefits --		-- Travel --
	Time to Program	Chap. 1 Admin.	Chap. 1 Migrant	Chap. 1 Admin.	Chap. 1 Migrant	Chap. 1 Migrant
Mary Jackson, Secretary Chapter 1, Migrant Education Program	60%	25%	35%	25%	35%	$ 1,000
Raúl de la Rosa, Director Supplementary Education Programs	65%	65%	-0-	65%	-0-	$ 5,000
Anita Lewis, Specialist Migrant Children with Exceptional Needs	100%	-0-	100%	-0-	100%	$14,000
Sharon Whedon, Assistant Supervisor Chapter 1, Migrant Education Programs	90%	50%	40%	50%	40%	$ 9,000
Kathleen Plato, Consultant Testing and Evaluation	12½%	-0-	12½%	-0-	12½%	$ 5,000
Linda Foote, Secretary Chapter 1, Migrant Education Program	80%	25%	55%	25%	55%	$ 1,000
Judith Boston, Secretary Chapter 1, Migrant Education Program	100%	-0-	100%	-0-	100%	$ 1,500
James Rigney, Facilitator/Trainer Chapter 1, Migrant Education Program	100%	-0-	100%	-0-	100%	$13,500
					Total Travel	$50,000

84

85

ADDITIONAL BUDGET INFORMATION
(Continued)

PERSONNEL/FRINGE BENEFITS:

Personnel	Time in Migrant Program (Admin. & Program)	Program Activities Salaries Total/Ch. 1, M%	Program Activities Fringe Benefits Total/Ch. 1, M%
Mary Jackson	60%	$ 19,652/$ 6,878	$ 5,699/$ 1,995
Raúl de la Rosa	65%	$ 48,240/$ -0-	$12,301/$ -0-
Anita Lewis	100%	$ 41,838/$ 41,838	$10,618/$10,618
Sharon Whedon	90%	$ 41,838/$ 16,735	$10,618/$ 4,247
Kathleen Plato	12½%	$ 41,838/$ 5,230	$10,618/$ 1,327
Linda Foote	80%	$ 21,111/$ 11,611	$ 5,890/$ 3,240
Judith Boston	100%	$ 17,823/$ 17,823	$ 5,210/$ 5,210
James Rigney	100%	$ 41,838/$ 41,838	$10,618/$10,618
		$274,178/$141,953	$71,572/$37,255

The Migrant Education Office of the Department of Education should recognize that much direct and indirect support is given to the Migrant Education Program by the Superintendent of Public Instruction personnel which is not charged against migrant funds. These support services are given by the following personnel:

Cheryl Chow, Assistant Superintendent Division of Instructional Programs and Services	10%
Gordon Ensign, Evaluation Specialist Testing and Evaluation Section	10%
Al Rasp, Director Testing and Evaluation Section	10%
Holly Dausener, Fiscal Officer	25%
Bob Schley, Federal Fiscal Officer	15%

EXHIBIT L

INSERVICE SUMMARY

	LEA STAFF	PARENTS	SAC	J	F	M	A	M	J	J	A	S	O	N	D	COST
MIGRANT EDUCATION REGIONAL OFFICES:																
ESL	200	0		X	X	X	X	X	X	X	X	X		X	X	$ 19,000
Math	200	0		X	X	X	X	X	X	X	X	X	X	X	X	17,500
OLD	250	0		X	X	X	X	X	X		X	X	X	X	X	19,000
Parental Involvement	400	1,000	15	X	X	X	X	X	X	X	X	X	X	X		50,000
Reading	250	0	0	X	X	X	X	X	X			X	X	X	X	11,000
Secondary	100	50	15	X	X	X	X	X	X	X	X	X	X	X	X	10,000
Classroom Management Systems	7		0		X	X						X	X	X		13,000
Other Inservice		150	15	X	X	X	X	X			X	X	X	X	X	5,000
SUBTOTAL																$144,500
MIGRANT STUDENT RECORD TRANSFER SYSTEM AND IDENTIFICATION & RECRUITMENT:																
Education	250		15	X	X	X	X	X	X	X	X	X	X	X	X	$ 20,000
Health	250	350	15	X	X	X	X	X	X	X	X	X	X	X	X	10,000
Accident Insurance	250	350		X	X	X	X	X	X	X	X	X	X	X	X	10,000
Skills Information System	500			X	X	X	X	X	X	X	X	X	X	X	X	20,000
Secondary Credit Accrual	250	200		X	X	X	X	X	X	X	X	X	X	X	X	15,000
Eligibility	250	200	15	X	X	X	X	X	X	X	X	X	X	X	X	70,000
SUBTOTAL																$145,000
TOTAL COSTS (STAFF TIME ONLY)																$289,500

SPI

DR. FRANK B. BROUILLET

Superintendent of Public Instruction

Old Capitol Building, FG-11, Olympia, WA 98504

IPS/637/87